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ABSTRACT

This document, the annual National Diffusion Network (NDN) catalog of exemplary educational programs, contains current descriptions of all the programs described in previous editions together with descriptions of 14 new programs approved for national dissemination since publication of the sixth edition in 1979. The term "exemplary" is conferred only after a project has been reviewed by the Department of Education's Joint Dissemination Review Panel. This panel examines the evidence for cognitive and affective gains presented by each project. Positive endorsement of a project's claims of effectiveness by a majority of the attending panel members constitutes approval, and a date of validation is assigned. A list of NDN facilitators is included. Facilitators provide the link between NDN Developer/Demonstrator Projects and can help educators identify suitable NDN programs and assist with adoptions, training, and operation. Approximately 120 of the projects described in this catalog are developer/demonstrators. The type of dissemination funding that a project receives is identified in the description of the project. Indexes identify the exemplary programs by the state in which they are located, by sectional cross-references, by ERIC descriptors, and alphabetically by project name. (Author/IRT)

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Educational Programs That Work

SEVENTH EDITION • FALL 1980

EA 013 099

NDN

NATIONAL DIFFUSION NETWORK

DEPARTMENT OF EDUCATION

Educational Programs That Work

A RESOURCE OF EXEMPLARY EDUCATIONAL PROGRAMS
APPROVED BY THE
JOINT DISSEMINATION REVIEW PANEL
DEPARTMENT OF EDUCATION

Seventh Edition
Fall 1980

Prepared for the
National Diffusion Network
Division of Educational Replication
Department of Education
by
FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Educational Programs That Work was written largely by the staffs of the projects described, without whose full and willing cooperation the program outlines could not have been produced. However, the reader is cautioned that some errors may exist due to the limited time available for checking entries.

Copies of this catalog may be purchased for $5.50 (prepaid) from: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. Payment must accompany order. California residents, please add appropriate sales tax.

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Introduction

The Division of Educational Replication, Department of Education, is pleased to present the seventh edition of *Educational Programs That Work,* the annual National Diffusion Network (NDN) catalog of exemplary educational programs. Current descriptions of all the programs described in previous editions are included, together with descriptions of 14 new programs approved for national dissemination since publication of the sixth edition in 1979.

The term *exemplary* is conferred only after a project has been reviewed by the Department of Education's Joint Dissemination Review Panel. This panel examines the evidence for cognitive and affective gains presented by each project. Positive endorsement of a project's claims of effectiveness by a majority of the attending Panel members constitutes approval, and a date of validation is assigned. Projects that continue development and submit additional evidence of effectiveness to the Panel carry two validation dates. All projects that are approved after publication of this edition of *Educational Programs That Work* will be described in the next edition.*

The staff at the Division of Educational Replication are dedicated to helping local school districts, intermediate service agencies, state departments of education, and postsecondary institutions in their continuing efforts to improve educational opportunities and achievement for all. To promote the transfer of successful programs from the development sites, the Department of Education, through the Division of Educational Replication, supports the National Diffusion Network, a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate improved practices into their own programs.

The NDN operates through two kinds of projects—Developer/Demonstrators and Facilitators. Developer/Demonstrators are exemplary projects that receive federal funds to provide training, materials, and technical assistance to those who adopt their programs. NDN Facilitators are the principal link between Developer/Demonstrators and those seeking new programs. They help to identify suitable NDN programs and assist with adoption, training, and operation. Many Facilitators also help local school districts with other planning. A list of NDN Facilitators follows this introduction. Facilitators should be contacted for additional information on any project described in this catalog.

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*For further information about the Joint Dissemination Review Panel, contact the Executive Secretary, Joint Dissemination Review Panel, Department of Education, Room B-732, Trans Point Building, 400 Maryland Ave., SW, Washington, DC 20202.

Approximately 120 of the projects described in this catalog are Developer/Demonstrators. Other projects have received funds from the Department of Education's Division of Follow Through and Bureau of Education for the Handicapped to provide dissemination and adoption services. Still others receive ESEA Title IV-C money for dissemination within their own state, and adoption sites of many projects also provide assistance. The type of dissemination funding that projects receive is identified in the Services Available section of each project description.

Indexes identify the exemplary programs described in this catalog in several ways: by the state in which they are located, by sectional cross-reference, by ERIC descriptors,[**] and alphabetically by project name.

Numerous federal, state, intermediate, and local agencies and postsecondary institutions share responsibility for improving education through nationwide dissemination. A major goal of the NDN is to promote cooperation among the many public agencies that provide educational services to the nation's students. The Department of Education encourages the broadest possible use of programs that have proved successful, and this catalog is one means to that end.[***]

[**] ERIC descriptors have been assigned to all the projects described in this catalog.

[***] For the address of state coordinators for Adult Education, Basic Skills, Career Education, Special Education, Title I, Title I Migrant, Title IV, and Regional Offices of Educational Programs, write to ED Materials/Support Center, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103.

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NDN Facilitators, located in 49 states, the District of Columbia, and the Virgin Islands, assist both public and private schools that are searching for ways to improve their programs. Readers of this catalog are encouraged to phone or visit the NDN Facilitator office in their state to learn more about available service and to request assistance in identifying programs that can meet their needs. NDN Facilitators can supply additional information on the exemplary programs described in this catalog, put educators directly in touch with project personnel for additional information, and help arrange for demonstrations, training, and follow-up assistance.

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SECTION 1

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ADULT PERFORMANCE LEVEL PROJECT (APL) - Texas.......... 1-3
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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT ADULT PERFORMANCE LEVEL PROJECT (APL)

descriptors Adult Education, Daily Living Skills, Functional Illiteracy, High School Equivalency Programs, Performance Based Education

target audience Approved by JDRP as a program for general English-speaking population over 18. Curriculum materials for undereducated adults also have implications for elementary and secondary curricula, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.*

Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with cassette tapes. A pre/post diagnostic instrument for each objective is also included.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development Test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills-oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or postsecondary education skills or skills in home management/maintenance.

APL staff offer awareness, training, and follow-up technical assistance to adopters.

evidence of effectiveness Program graduates demonstrate functional competence by scoring at APL level 3 in every objective within the five APL Content Area Measures (American College Testing Program) and by showing 100% competence in Life Skills Activities. Six-month follow-up surveys of graduates indicate higher levels of self-satisfaction. Graduates frequently recommend the program to others.

implementation requirements The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Preimplementation training conducted by APL staff is required. Reassignment of existing personnel usually suffices.

financial requirements Materials: sets of five Content Area Measures available from American College Testing Program. Each set contains 25 copies and costs $37.50. The full APL curriculum is available from Harcourt Brace Jovanovich, Inc.

services available An NDN-funded Developer/Demonstrator project.

Two-day initial training workshop is available at developer or adopter site (costs to be covered by adopter and/or NDN Facilitator). Follow-up visit to adopter site is paid by APL Project. Several adopters (primarily in Texas) operate as demonstration sites; visitors are welcome by appointment. Project staff are available on a limited basis to attend out-of-state awareness conferences (expenses must be paid).

contact Elaine Shelton, Manager; APL 3-D Project; University of Texas at Austin; College of Education; Education Annex S-21; Austin, TX 78712. (512) 471-4623.

Developmental Funding: USOE BOAE JDRP No. 75-13 Approved: 3/25/75
5/15/79

Compiled Summer 1980

PROJECT

PROJECT CLASS (Competency-based Live-Ability Skills)

descriptors

Adult Education, Daily Living Skills, Functional Illiteracy, High School Equivalency Programs, Performance Based Education

target audience

Approved by JDRP for adults reading at 0-8 grade levels. This program has been used in high schools for basic skills remediation; in continuation schools, middle schools, and correctional institutions; and by programs for the mentally and physically handicapped, community outreach programs, and the military, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A series of competency-based modules to teach survival skills to adults of low-level reading ability.

Adult students often have difficulty in transferring academic learning from classroom settings to situations encountered outside school. To address this problem, Project CLASS developed two series of competency-based modules -- one for use with teacher-directed instruction, one for independent study -- providing instruction in survival skills to adult students at low (0-8 grade equivalent) reading levels. In classroom situations, students learn survival skills while improving their reading, writing, and math. Students who read at a higher level may use independent modules to meet course requirements or to earn elective credit.

Modules, which address useful topics in consumer economics, community resources, health, government and law, interpersonal relationships, and occupational knowledge, contain between one and nine objectives (average: four). Objectives are clearly stated, taught, and tested and show participating teachers, students, and others what the student has accomplished. Sixty modules have been developed, divided equally between APL level I (0-4 grade equivalent) and II (5-8 grade equivalent). To enable students to learn concepts at their own reading level, level I modules include two versions of the same concepts, one written at grade 0-2 reading level, the other at grade 3-4 level. Level II modules cover different objectives. Each module includes a teacher's guide (containing objectives, concepts, skills, teaching/learning strategies, resource list, evaluation report, annotated bibliography, answer keys, and specially written teacher's resources), student handouts, and pre/posttest. An average of six hours (one to three class sessions) is required to complete a module.

Modules can also be used to provide remediation for the APL and SHARP tests.

evidence of effectiveness

Field testing using a locally developed instrument in a pre/post design to measure mastery of module objectives was conducted in fall 1979 at Adult Basic Education and English as a Second Language programs at four California sites ranging from rural (Clovis) to highly urban (San Diego). Pretest data were used to remove bias in favor of treatment classes. Differences between treatment and control groups in gain in percent of students mastering objectives were highly significant, as reflected in differences in median gains at individual sites (e.g., Clovis: 80 vs 0; San Diego: 20 vs 0).

implementation requirements

Adopters must purchase either a set of CLASS modules or LifeSchool and provide inservice training and staff development time for teachers involved. Program can be implemented by a single teacher, an entire school, or a district. Facilities for reproducing tests and handouts are needed. No other special facilities or equipment are required.

financial requirements

CLASS modules: $300 per set (Level I Classroom, $75; Level I Independent Study, $75; Level II Classroom, $75; Level II Independent Study, $75). LifeSchool Level I Classroom (available November 1980) replaces CLASS Level I Classroom modules. LifeSchool Level I Classroom: 4 binders, $49.50 each. Several classes can use same materials. Two-day implementation workshop at adopter site: $300, plus travel expenses. Continuation costs are limited to reproduction of tests and handouts.

services available

An NDN-funded Developer/Demonstrator project. Awareness materials are available at no cost. Videotaped awareness presentation is available on loan. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). One- or two-day training is conducted at adopter site (expenses must be paid). Follow-up services are available at adopter site (project pays own costs). Free technical assistance is provided by telephone and mail.

contact

Elna M. Dimock, Project Director; Clovis Adult School; Clovis Unified School District; 914 Fourth St.; Clovis, CA 93612. (209) 299-4367.

JDRP No. 80-1 Approved: 1/31/80

Developmental Funding: USOE BOAE, Adult Education Act, Sections 309, 310

Compiled Summer 1980

PROJECT FLIT: Functional Literacy

descriptors Adult Education, Functional Illiteracy

target audience Approved by JDRP as a reading program for adults with reading equivalency of sixth grade or lower. This program has been used in other settings for regular and remedial classes (grades 5-12), vocational education, adult education, and adult basic education, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A functional reading literacy education program.*

FLIT is an educational program of task-related/functional literacy training developed originally by HumRRO (Human Resources Research Organization) for U.S. Army recruits with low reading ability. Since that time, the program has been revised into an educational program specifically for a wide range of students -- both children and adults -- who need to increase their functional reading skills. The program is designed for persons with a fifth-grade reading ability who have difficulty in using their reading skills effectively.

The program has five learning modules: How to Use A Table of Contents, Extracting Information from Textual Material, How to Read Graphs, How to Read Tables, and How to Use Indexes. A Teacher's Manual and answer key provide a complete description of the materials, the sequence of instruction, and the teacher's role in the program. The Student Practice Text provides opportunities to practice and generalize newly acquired skills. Placement and Module Skill Tests measure entry level skills as well as those acquired as a result of the teaching program. The material can be used by a teacher in a classroom of 20-30 students, in smaller groups, or as individualized, self-paced instruction. The program is performance-oriented and has application over a wide range of job or task-related topic areas.

(This program was originally developed at HumRRo, Carmel, California, but now operates at HumRRo in Alexandria, Virginia.)

evidence of effectiveness Two types of assessment instruments were developed: module proficiency tests administered before and after each learning module and job-reading-task tests to provide overall measure of ability to perform job-reading tasks. Average reading skills increased from reading grade level 5.2 before training to 7.3 after training. Data available on request.

implementation requirements The FLIT program is self-contained; there are no special implementation requirements beyond a classroom. Students using the program should have a decoding reading ability at about the fifth grade level for maximum effectiveness. Program can be implemented by a single student, a classroom, or a school system, depending upon the scope of needs.

financial requirements The financial requirement varies depending upon the amount of material ordered per student. Each module can be purchased separately. Average initial student costs for the full program vary between $22-$32, depending on quantity ordered. Materials consist of teacher manual, student text, six evaluation pads, and five learning modules.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. HumRRO has staff members available to discuss the program with groups of teachers and administrators. Also, for large-scale implementation efforts, HumRRO has inservice training workshops available with follow-up. Contact HumRRO for specific details.

contact Debra Hanes; Human Resources Research Organization; 300 N. Washington St.; Alexandria, VA 22314. (703) 549-3611.

Developmental Funding: U.S. Army Research Institute JDRP No. 74-22 Approved: 3/25/74

Compiled Summer 1980

PROJECT NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP)

descriptors Adult Learning, High School Equivalency Programs, Performance Based Education

target audience Approved by JDRP for English-speaking adult students over the age of 18.

description *A competency-based alternative high school credentialing program for adults.*

The New York State External High School Diploma Program is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as General Educational Development (GED).

The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic.

The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies.

Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact that graduation has had on their lives. To date, graduates report an increased interest in continued learning, job promotions and raises, and increased self-esteem and self-confidence.

evidence of effectiveness The age distribution of External Diploma participants reflects a significantly older population than the population served by the GED, indicating that EDP is highly successful in serving older adults. In determining the consistency of competency evaluations among staff assessors, an average agreement of 89.6% was established among the assessors. The program retention rate is 73.4%.

implementation requirements The New York State External High School Diploma Program can be adopted by a unit as small as three persons -- one advisor, one assessor, and one assessment assistant. A five-day training workshop for staff prior to program implementation is required, as is one inservice evaluation during the first year of operation.

financial requirements Materials: seven program manuals and one set of training materials must be purchased (contact project for cost). Equipment required is ordinarily found in an educational setting. Staffing: reassignment of existing personnel is possible.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and five additional home state sites by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is also conducted at adopter site (costs to be negotiated). On-site technical assistance is provided to adopters (expenses are covered).

contact Judith Alamprese, Director; External Diploma Program; 405 Oak St.; Syracuse, NY 13203.
(315) 425-5259 or -5263.

Developmental Funding: USOE BOAE JDRP No. 79-26 Approved: 5/30/79

Compiled Summer 1980

SECTION 2

ALTERNATIVE SCHOOLS/PROGRAMS*

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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT ALTERNATE LEARNING PROJECT (ALP)

descriptors Basic Skills, Career Education, Educational Alternatives, Performance Based Education, Secondary Education

target audience Approved by JDRP for students of all abilities, grades 9-12. This program also has been used in other settings (middle school and adult level), but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and student participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.*

ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities, and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population that reflects the city and school system profile.

ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision making; and to maximize learning opportunities in the community.

Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required) and the ALP Core Diploma requirements (in which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities).

The ALP model consists of two major components -- adoption and Special Focus Programs. The five essential elements of an ALP adoption are: project administration and design, curriculum development, counseling and student evaluation, community resource development, and governance and decision making. The Special Focus Programs designed to supplement existing curricula are: Family Life Peer Counseling Service, College Local Educational Agency Relationship (CLEAR) Program, ALP Child Care Center, Competency-Based Education and Basic Skills, and Transitional Program for Special Needs Students.

evidence of effectiveness External evaluations of ALP show that the project has greatly reduced absenteeism and dropout rates. Sixty-five percent of ALP students go on to four-year colleges; many of these students normally would not have pursued further education. Other measures have shown improved attitudes toward self and schooling. (Some test instruments used: California Achievement Tests, Comprehensive Test of Basic Skills, Adult Performance Level Survey.)

implementation requirements The scope of the ALP program provides for a variety of adoption and technical assistance options. Adoption of the total program requires staffing at school district teacher/pupil ratio; a minimum of three days start-up training at adopter site; and a separate facility or a separate location within the school building for the alternate program. Special Focus Program adoption requirements depend on the program adopted and the needs of the district and adopting school.

financial requirements Staff may consist of reassigned personnel or new staff, full-time or part-time, consistent with district teacher/pupil ratio. Available school district equipment is sufficient. Training materials are provided at no charge. Program materials include those already found in most classrooms, as well as materials commercially available.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Training is provided at adopter site and at project site (costs are negotiable). Follow-up assistance is available.

contact Margaret E. Finn; Dissemination Services; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9196.

Developmental Funding: USOE ESEA Title III JDRP No. 74-86 Approved: 6/6/74

Compiled Summer 1980

PROJECT A COMMUNITY APPROACH TO YEAR-ROUND EDUCATION (Project C.A.Y.R.E.)

descriptors Educational Alternatives, Elementary Education, Kindergarten, Secondary Education, Year Round Schools

target audience Approved by JDRP for grades K-8 in any school district experiencing concerns with growth in student population or any school/district desiring to investigate alternative calendars. This program has been used in other settings for grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program designed to meet student learning needs effectively through the use of an alternative calendar while accommodating a greater number of students within existing facilities.*

The 45-15 year-round calendar divides the student population into four groups. Each group attends school for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33 percent more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

evidence of effectiveness Extensive evaluation by the developer district and the University of Colorado indicated no significant differences in achievement between year-round and non-year-round students. Results available on request. Evaluations of student, teacher, and parent attitudes are also available.

implementation requirements The 45-15 plan can be implemented in a number of school organizational patterns. Typically, a high degree of teacher and community commitment is needed. The plan can be adapted to meet local needs. Due to flexibility of adaptations, other specific requirements are not mandated.

financial requirements Operationally, there is no increase in per-pupil costs. Recent findings indicate that a well-run program can even decrease per-pupil cost. (Figures available on request.) Depending on local climate, buildings may require air-conditioning, which entails capital expenditure. Some money is needed for inservice training of teachers and administrators.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available at no charge; replication manual is available for $2; other program materials for training and inservice are available at cost. Awareness presentations and workshops are available at the demonstration site or adopter sites (cost to be arranged). The demonstration site may be visited by appointment at any time. Training and implementation services are provided at project and adopter site (cost to be arranged).

contact Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.

Developmental Funding: USOE ESEA Title III

JDRP No. 78-160 Approved: 3/15/78

Compiled Summer 1980

PROJECT DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

descriptors

Behavior Problems, Class Management, Dropout Prevention, Educational Alternatives, Secondary Education

target audience

Approved by JDRP for the apathetic learner, the "discipline problem," the poor attender, and the potential dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, the talented, and the creative learner, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A new method of organizing and managing an academic classroom.

The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop, and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

evidence of effectiveness

DEEP students had a 30% lower incidence of absenteeism than non-DEEP classes, and the dropout rate was decreased 37% compared with non-DEEP classes. DEEP students showed statistically significant gains in attitudes of affection, respect, and the value of knowledge, as measured by the Risk-Taking-Attitudes-Values Inventory. 98% of students completing DEEP classes later graduated. 85% of students enrolled in DEEP classes completed at least six academically sound projects per DEEP class.

implementation requirements

The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school or in a separate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, modular, and other types of flexible scheduling.

financial requirements

DEEP training manuals with student activities cost $5 per inservice workshop participant. DEEP teachers are usually volunteers from existing staff. Adopting districts pay costs relating to release time for teacher training. If the adopter has audiovisual equipment, the cost of adoption should not exceed the normal per-pupil allotment.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site, although a three-day training program at the adopter site is preferred. One to two days of follow-up services are provided. Costs of training and follow-up may be shared, depending on situation and resources.

contact Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214. (316) 268-7801.

Developmental Funding: USOE ESEA Title III JDRP No. 76-82 Approved: 6/23/76

Compiled Summer 1980

PROJECT

EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS (ESSP)

descriptors

Dropout Prevention, Educational Alternatives, Family Life Education, Secondary Education

target audience

Approved by JDRP for any pregnant student in the public school system. In practice these students range in age from 11-19 and are primarily from grades 8-12.

description

A special education program providing educational, nutritional, social, and health services to expectant school-age students.

With its program at the Family Learning Center, the New Brunswick Board of Education is addressing some well-known teenage pregnancy problems. These include poor academic motivation and achievement and a significantly higher infant mortality rate and lower birth weight than are found in the babies of any other age group. The Family Learning Center (FLC) provides small classes with highly motivated teachers and emphasizes satisfactory academic achievement, maternal and child health, and nutrition.

While a pregnant student may remain in the regular school setting, she is encouraged to transfer to the FLC, continuing her regular subjects there. In addition, she takes Family Life Education, which includes nutrition, planning and preparation of lunch, sewing and consumer education, and health. Areas covered in the health course include pre- and postnatal care of herself and her baby, the study of human reproduction, the labor and birth process, and birth control options. She is assisted in reaching appropriate social agencies if they are needed, and informal rap sessions with the head teacher and the guidance counselor are encouraged. When the student enters the program, the nurse contacts her obstetrician, checks to see that her records are complete, follows her progress, and sees that regular appointments are kept. There are periodic tours of local hospital maternity facilities.

A head teacher coordinates the program under the direction of the Director of Pupil Personnel. Two full-time and four part-time teachers, plus a part-time nurse and a part-time guidance counselor complete the FLC staff.

After delivery and a two-week maternity leave, a student may continue her classes at the FLC for six weeks before she is returned to the regular school. She, the other girls, and the new infants gain a great deal from this period of adjustment. It facilitates her introduction to the double role of mother/student and it encourages her to complete her education.

evidence of effectiveness

Initiated in 1969 and validated in 1973 by ESEA Title III, the program (now supported by the Board of Education) has greatly decreased dropout rates of pregnant students and improved birth weight of their babies. From 1969-73, only 19 of 177 pregnant girls dropped out of school, compared to a 100% dropout rate prior to the program.

implementation requirements

It is necessary to find a site not being used by non-pregnant students. Teachers may be drawn from the regular staff, but the program is best served by teachers who devote their working time exclusively to it. Cooking facilities are necessary. Books and teaching supplies are issued from the regular school classes. Food is purchased from Government Commodities through the Public School Food Services, with Board of Education funds for additional purchases. Baby furniture is also required on the premises for the postnatal phase of the program.

financial requirements

The program site may be a home economics room, or even a church in the area. Primary costs are staff salaries and the breakfast and lunch program. Since the girls, while pregnant, are classified under state law as "chronically ill," there is partial salary reimbursement to Special Services, which would otherwise provide Home Instruction. State and national school meal programs provide further funds.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost of mailing. Visitors are welcome by appointment.

contact

E. Cassandra Jordan, Director; Pupil Personnel Services; 24 Bayard St.; New Brunswick, NJ 08901. (201) 745-5166, -5167, or -5169. Dana Klein, Dissemination Assistant; Family Learning Center; 225 Comstock St.; New Brunswick, NJ 08901. (201) 745-5168.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-56 Approved: 5/14-15/74

PROJECT

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)]

descriptors Career Education, Educational Alternatives, School Community Programs, Secondary Education

target audience Approved by JDRP for grades 9-12. This program was designed for a cross section of high school students. It is adaptable to special target groups, including gifted students, potential dropouts, adults, and college students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An alternative program of secondary education that uses the entire community as a school.*

Through direct experience in a wide variety of real-life settings, EBCE helps students to acquire the skills and knowledge necessary to choose, enter, advance, and find satisfaction in adult roles. Individually planned learning programs utilize large and small businesses, governmental agencies, community organizations, and individual professionals and entrepreneurs. Learning is accomplished through individualized projects combining growth in academic subjects, career awareness, and basic and interpersonal skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend much of their time in the community, working with volunteer resource persons and organizations. Seminars and other group sessions support and expand students' experiences and assure them broad exposure to major fields of study and work. Project Planning Packages (in commerce, communications and media, life science, physical science, and social science) contain goals and guidelines for planning individualized projects in career/subject fields as well as criteria for assigning credit.

Community experience enables students to discover the utility of basic skills and to expand their skills through practice in real-life settings. Students with skills deficiencies as well as those desiring advanced study use individualized materials (assisted by tutors), or they enroll in regular high school or community college courses. Learning coordinators work with groups of 25-30 students, helping them to develop long-range goals, shorter-range objectives, and project plans. They also monitor progress, provide feedback, and help evaluate performance. A resource analyst develops and maintains the external resources; a skills specialist diagnoses student needs (e.g., in reading skills) and coordinates supplementary learning activities (such as tutorials or workshops in basic skills). Program emphasis is on helping students to acquire skills needed for lifelong learning. Using an inquiry process, students design their own projects under staff supervision. Program handbooks and materials offer guidelines within which students and staff make decisions and tools for documenting student plans and progress.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness Through evaluation with a variety of students using pre/post designs and comparison groups the program has demonstrated effectiveness in promoting growth in basic skills, career awareness, and interpersonal skills; in enhancing student motivation and mobilizing community support; and in preparing graduates for college or work. A summary of evaluation findings is available.

implementation requirements Staff required varies with size and scope of program to be implemented. Small programs operate with one staff person. May be implemented as a full- or part-time program for any number of students, provided that sufficient lead time is available. Can be installed in school classroom(s) or in a separate facility. Staff need offices for counseling students, class or seminar space for student meetings, and telephones for contacting community resources. Students need access to library and study area. Two weeks needed for staff training. Additional lead time for planning, developing community resources, printing forms, etc. varies with program size and scope.

financial requirements Adopters indicate that the program can be operated at local per-student costs with reassignment of personnel. Telephones for staff/student contact with community are essential. Start-up costs include staff release time for training and preparation. Four-volume set of operational handbooks, $70; Guide to Adoption and Implementation Decisions, $3; Staff Development Handbook, $6; and Values and Implementation: An Approach to Evaluation Planning, $6.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Arrangements can be made for visits to demonstration sites. Planning assistance, training, and technical assistance in implementing and evaluating adoptions or adaptations is available at cost at project site or adopter site. Project staff may be able to attend out-of-state conferences. (Situation determines how costs will be covered; limited cost-sharing may be possible.)

contact Karen Chatham, Director; EBCE Developer/Demonstrator Project; Far West Laboratory for Educational Research and Development; 1855 Folsom St., San Francisco, CA 94103. (415) 565-3133.

Developmental Funding: National Institute of Education JDRP No. 75-22 Approved: 5/7/75

Compiled Summer 1980

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory]

descriptors Career Education, Educational Alternatives, Performance Based Education, School Community Programs, Secondary Education

target audience Approved by JDRP for grades 9-12. This program has also been used with grades 7-8, with adults, and with disadvantaged, migrant/bilingual, gifted, talented, and handicapped populations, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A competency-based alternative that asks students to step outside the classroom walls for approximately half of their school time.*

EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning, and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, and environmental) as primary resources to meet curriculum objectives. Preliminary exploration is followed by intensive visits. Utilizing the experience of these visits, as well as a wide variety of traditional and nontraditional resources, students complete individualized projects that are written to specific academic, life skill, and career development objectives. Students are assisted in developing skills in time management and short- and long-range planning. They are held accountable for their own time, learning, and behavior, with expectations of increasing maturity and responsibility. Before completing EBCE, students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business, and labor. Students earn both required and elective credit and receive a regular high school diploma.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness Comprehensive formative and summative evaluation using pre- and posttest measures on control and comparison groups revealed student growth in basic skills, self-awareness, career awareness, and career development skills; in life skills; and in motivation to learn. Parents of EBCE students and community resource persons assessed the program positively. Summaries of evaluation findings available on request.

implementation requirements Communities adopting EBCE report greater success when staff has participated in at least three days of program design and planning plus five days of training in the new procedures this innovation requires. It is desirable for the new staff to visit an operating EBCE program. In addition, one week of inservice consultation after the program has been operating for a while has been found useful. Some programs use separate facilities as the EBCE learning center; others remodel or use existing building space. Student transportation options must be examined, as well as time and resources for community site recruitment and utilization.

financial requirements EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

services available No special network funding supports this project's dissemination efforts.

Descriptive material available at no cost. Set of five user handbooks, slide-tapes, and related aids available at cost. Classroom materials for teachers interested in use of community resources with or without EBCE emphasis and a list of operating NWREL EBCE programs and states with EBCE demonstration and training services of their own are also available. Staff can attend out-of-state awareness conferences (costs to be arranged). Planning, training, and follow-up inservice available in Portland or at adopter site (costs to be arranged).

contact Larry McClure, Program Director; Education and Work Program, Northwest Regional Educational Laboratory; 710 S.W. Second Ave.; Portland, OR 97204. (503) 248-6891.

Developmental Funding: National Institute of Education JDRP No. 75-22 Approved: 5/7/75

PROJECT

FOCUS DISSEMINATION PROJECT

descriptors

Communication Skills, Dropout Prevention, Educational Alternatives, Secondary Education, Self Concept

target audience

Approved by JDRP for disaffected secondary students of all ability levels, and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

description

A successful secondary program for training teachers to deal with disaffected youth.

Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, improve each student's grasp of basic skills, build a classroom culture that demonstrates the caring principle, improve each student's ability to relate effectively with peers and adults, and give each student a reason to be optimistic about the future.

Focus is a highly structured program offering courses in English, social studies, math, and work experience. Instruction in Focus classes is based on ability and need. Curriculum materials are modified to meet the student's level of skill development and presented in relation to survival beyond graduation. Students are actively involved in the selection, modification, and evaluation of these materials. Focus students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of eight to ten students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

evidence of effectiveness

A three-year evaluation (done at the original site) demonstrated that Focus improved student attitudes toward school, improved self-concept, increased academic achievement, and decreased disciplinary referrals, school suspensions, and absenteeism. Evaluation available on request.

implementation requirements

Many replication plans are possible, ranging from staff training in skills and strategies to enhance an existing program to a full-scale replication of the original site model. Size of program is determined by the number of target students identified by the adopter. Maximum advised for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

financial requirements

Focus staff training manual and curriculum manual are provided at cost to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. Focus staff are generally selected from existing employees, but need release time to attend inservice training and prepare materials.

services available

An NDN-funded Developer/Demonstrator project.

Awareness presentations are usually arranged through the NDN Facilitator and/or state education agency staff and held at locations convenient to participants. Visits to operational programs can be arranged directly through the Focus office or through the NDN Facilitator office. Inservice training is done at a site most convenient for participants. Follow-up services are arranged as needed within Developer/Demonstrator financial and time limitations. Program and services information is available at no cost.

contact

Sue Schillinger; Focus Dissemination Project; Educational Growth Exchange; 121 E. Second St.; Hastings, MN 55033. (612) 437-3976.

Developmental Funding: HEW: Youth Development Act
(Ofc. of Human Devel.)

JDRP No. 74-74 Approved: 5/29/74

Compiled Summer 1980

PROJECT PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)

descriptors Educational Alternatives, School Community Programs, Secondary Education, Self Directed Classrooms

target audience Approved by JDRP for students of all abilities, grades 9-12.

description *An alternative secondary school of choice within the public school system.*

High School in the Community (HSC) is a small, innovative alternative to the traditional high school. It is designed to provide students and their parents with a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitude toward learning and to give them a sense of shared responsibility in the process of their education. Students plan their own programs with staff advisors. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. The Career Orientation Program places students with volunteer teachers in various community institutions and exposes them to work situations before they leave high school. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low teacher control and student competition, has emerged.

evidence of effectiveness Five years' evaluation by Educational Research Service (Yale University, 1970-74) and Systems Evaluation Research Associates (Fordham University, 1975) showed that in all areas measured, HSC consistently compared favorably with other high schools. Greatest gains were made in students' reading skills and attitudes toward school.

implementation requirements Project staff train adopters who can demonstrate clear intent to implement the program. A workshop at project site involving as many members of adopter staff as possible is the most desirable training format, but other formats are possible. Three general levels of training are available: major adoption of the full HSC program, adaptations of one or more elements of the HSC model, and technical assistance to similar programs already in operation. The specific manner in which an LEA chooses to adapt Public Schools of Choice is flexible, and determines staffing and facilities required.

financial requirements Adoption of HSC in fact means starting a school. Specific cost depends on size of unit (from 50-300 students) and on other local factors (e.g., availability of volunteers from a nearby college). General operating costs reflect per capita expenditures of adopting school system. Adaptation of HSC components in an already existing program is virtually cost-free, except for training expenses.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Follow-up technical assistance is available to adopters.

contact Geoff Smith; Public Schools of Choice; 45 Nash St., New Haven, CT 06511. (203) 787-8635.

Developmental Funding: USOE ESEA Title III JDRP No. 75-45 Approved: 5/15/75

Compiled Summer 1980

PROJECT SENIOR ELECTIVE PROGRAM

descriptors

Educational Alternatives, Secondary Education, Work Experience Programs

target audience

Approved by JDRP for students in grade 12.

description

A program exclusively for seniors designed to update curriculum in order to complement an open-space building.

The Senior Elective Program was designed by students and faculty during the summer of 1971 to update curriculum in order to complement an open-space building exclusively for seniors. The program involved revamping the school calendar as five marking periods, called facets, each concluding with a vacation period. Students were encouraged to telescope their traditional academic courses into the first three years of high school, to provide time during the senior year for 80 elective mini-courses developed for the program. Each senior was required to complete an independent study project or a community involvement activity or to participate in a work experience activity. All seniors were randomly assigned to small discussion groups, called precepts, led by faculty members who provided program support and helped students adjust. All seniors were allowed open campus privileges.

No one teaching approach was required. However, teachers were encouraged to develop methods conducive to teaching in open-space areas. Careful guidance was needed to ensure that students who planned to enter college earned sufficient college entrance units during their four years of high school.

In its present form, the Senior Elective Program divides the school year into four marking periods and the independent study project is elective rather than required.

evidence of effectiveness

Evaluated in 1973 by tests measuring each objective (Watson-Glaser Test of Critical Thinking, Sequential Test of Educational Progress for social studies, and tests designed to measure students' feelings about self, school, and community). Program students achieved as well as or better than students in traditional schools in areas of critical thinking, tolerance of ambiguity, feelings of self, and involvement in community affairs, with no loss in traditional achievement.

implementation requirements

A commitment to adopt the essential elements of the program: seminar discussion groups to implement and direct the independent study, community service, and/or work experience; mini-courses as alternatives to traditional programs; open campus and modular scheduling (optional). Adopting schools have permission to use any or all of the 80 mini-courses. A compendium of these mini-courses is available at cost. A filmstrip presentation outlining development, implementation, and evaluation of the program is available for purchase. Full courses of study in social studies, industrial arts, business, English, and science are available.

financial requirements

Replication costs vary with adopters' staff and curriculum requirements. Provision must be made for cooperative planning among students and staff. Costs can be met to some extent through reallocation of current expenditures.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences only at specified times in November, February, and April (expenses must be paid).

contact

Newton Beron, Project Director; Rumson-Fair Haven Regional High School; Ridge Rd.; Rumson, NJ 07760. (201) 842-1597.

Developmental Funding: USOE ESEA Title III

Compiled Summer 1980

JDRP No. 74-91 Approved: 9/18/74

PROJECT ST. PAUL OPEN SCHOOL

descriptors Educational Alternatives, Elementary Education, Kindergarten, Performance Based Education, School Community Programs, Secondary Education, Volunteers

target audience Approved by JDRP for students of all abilities, grades K-12.

description *An alternative school program using the concepts of the open school to enrich the K-12 educational experience.*

These basic elements distinguish the St. Paul Open School:

Advisor-Advisee System: Students select their own advisors, who have 10-23 advisees. Before school begins, conferences are held among students, parents, and advisors to establish individual goals for each student. These goals are reviewed biweekly in advisor-advisee meetings and quarterly with parents. Use of Volunteers: Parents, senior citizens, college students, and other community members are brought into the building. Volunteers are carefully screened, trained, and followed as they work with students. Shared Decision Making: Parents, staff, students, and community members help make decisions in a number of areas, including budget, curriculum, hiring, and student evaluation. Use of the World Beyond Building: Our building is viewed only as a headquarters. As part of their studies, students take hundreds of local field trips, work as interns or apprentices in local businesses, take classes at other area high schools and college courses, and go on cross-country trips. Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluations replace grades. Competence-Based Graduation: No credits are given at the St. Paul Open School. Students develop a graduation packet through validations in six major areas: career education, consumer awareness and current issues, cultural awareness, community involvement, information finding, and personal/interpersonal skills. Consumer Action Service: Students learn their rights and responsibilities as juveniles and consumers while working on consumer problems referred to them. The Consumer Action Service is part of a class that combines basic-skill instruction with community service.

evidence of effectiveness Extensive standardized testing showed Open School students performed as well as peers in St. Paul or better. Extensive use of questionnaires for parents, students, and graduates showed strong preference for Open School; students on waiting list to attend. St. Paul Open School is accredited by North Central Association.

implementation requirements Districts may adopt/adapt any of the above elements but must meet the following criteria: high-level district commitment to the program as an alternative; voluntary participation of all teachers, administrators, students, and parents; equal-opportunity participation (not limited to achievement level, behavior pattern, sex, race, or economic group); opportunity for parents, students, and staff to help make decisions regarding policy; and curriculum reflecting a variety of opinions regarding such matters as political and economic systems and sex roles. Adoption/adaptation may be by a school within a school, a single classroom, or an entire school.

financial requirements St. Paul Open School operated on average per-pupil expenditures for St. Paul, Minnesota. Exclusive of training, no additional funds are required (training costs cover Open School staff travel to local district or local district staff travel to St. Paul). Open School has produced a variety of materials that are available at a nominal cost.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment. Training in each of the program elements described is provided at the project site or at adopter/adapter site. Districts outside Minnesota must pay trainer's expenses.

contact Director; St. Paul Open School; 97 E. Central Ave.; St. Paul, MN 55101. (612) 224-9421.

Developmental Funding: USOE ESEA Title III   JDRP No. 74-85   Approved: 6/6/74

Compiled Summer 1980

SECTION 3

BILINGUAL/MIGRANT EDUCATION*

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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT PROJECT CHILD: Comprehensive Help for Individual Learning Differences

descriptors

Adult Education, American Indians, Bilingual Education, Career Education, Elementary Education, Kindergarten, Migrant Education, Preschool Education, Rural Schools, Secondary Education

target audience

Approved by JDRP for infants through adults of all abilities, English-, French-, or Spanish-speaking.

description

A comprehensive program utilizing all possible community and other resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families, infants through adults, days, evenings, and weekends.

A child's education cannot take place in a vacuum -- isolated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evening, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12-hour day-program (Children's Demonstration School, Child Development Center) is complemented by: the In-Camp Learning Program, an evening educational component in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; an Aide Training Program, which trains and employs parents and older siblings as classroom aides; and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives are behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) are identified, and evaluative devices are determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity.

Since its validation, Project CHILD has been expanded to include two year-round components: a post-secondary opportunities program, and a Literacy Volunteers of America training program. A multimedia multi-ethnic Migrant Heritage Studies Kit has been developed to teach communities and students of all ages about migrant farmworkers; the kit is available on a limited loan basis.

evidence of effectiveness

Evaluation is specified for each objective. Teacher recycles learner to other learning experiences if objective is not met. Wide Range Achievement Test posttests indicate students gain three months in reading and math skills over five-week period.

implementation requirements

An adopter/adapter should visit the program site to better determine which Project CHILD component(s) to adopt/adapt. Project CHILD program components are replicable at individual local, district, or regional levels, depending on adopter/adapter site needs. Staffing, training, and facilities depend on components selected.

financial requirements

Several handbooks and inservice training manuals, costing between $2-$6, are available. Most materials used are teacher- and student-made, and of minimal cost. When commercial materials are used, they are generally adapted. Staffing for each component of Project CHILD includes a program coordinator, teachers and/or tutors, and trained target group paraprofessionals and volunteers.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at project site or adopter site. Follow-up technical assistance is also available.

contact Gloria Mattera, Director; Geneseo Migrant Center; State University College; Geneseo, NY 14454. (716) 245-5681.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 23 Approved: 4/9/73

Compiled Summer 1980

PROJECT CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW

descriptors Bilingual Education, Elementary Education, Language Arts, Mathematics, Reading

target audience Approved by JDRP for bilingual students of all abilities in grades 4-6.

description *A program designed to attack the problem of deficiencies in English performance for the Spanish-speaking child.*

The project incorporates both Spanish and English to help students achieve their educational goals. It stresses the need for proficiency in both languages, while acknowledging English as the first language. Curriculum structure consists of performance objectives (for math, reading, language arts, culture, and heritage), evaluation tests, and mastery charts of each child's objectives. No single approach is used. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

evidence of effectiveness Students are evaluated through pre- and posttesting with the Inter-American Test Series (in Spanish and English) and the Science Research Associates tests (English, mastery of objectives in all grades involved). Control groups are used. Final statistical results per year are available at cost of reproduction.

implementation requirements State-adopted bilingual materials information (4-6) given upon request. Locally developed teacher-made tests for mastery of program objectives in reading, math, language arts, and culture and heritage, grades 4-6. Tests available at cost of reproduction. Adopting teacher should be either certified in bilingual education or in the process of being certified.

financial requirements Cost per pupil, Title VII: $217. 1979-80 budget: $72,052, for a population of 608, grades 4-6. The state and local share of funds available is approximately $1,000, which covers housing, utilities, furniture, teachers, equipment, etc.

services available No special network funding supports this project's dissemination efforts.

Visitors welcome at project site on Wednesdays. All materials available upon request at reproduction cost. Project staff may be able to provide out-of-state training (expenses must be paid). Contact Dewey G. Smith at (512) 664-0981, ext. 30.

contact Socorro A. Garza; Alice Independent School District; 200 N. Reynolds St., Alice, TX 78332. (512) 664-0981, ext. 41.

Developmental Funding: USOE ESEA Title VII JDRP No. 75-56 Approved: 6/27/75

Compiled Summer 1980

PROJECT

CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT

descriptors

Bilingual Education, Kindergarten, Language Development, Mathematics, Primary Education, Reading

target audience

Approved by JDRP for Hispanic students of limited English-speaking ability, grades K-3, from low-income families.

description

An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development.

The Corpus Christi Independent School District Follow Through program is a research and development program designed to extend the benefits of Head Start into the primary grades. The program serves approximately 800 students in two elementary schools.

The primary objective of the instructional program is to provide for the unique needs of Hispanic students of limited English-speaking ability. Instruction is designed to accommodate the individual student's English and Spanish oral language proficiency and learning style.

The Follow Through Project incorporates the Southwest Educational Development Laboratory (SEDL) model into the local district's regular instructional program. The SEDL model is based on the premise that children from low-income families need a developmental program. At the kindergarten level, the model stresses visual, auditory, language, motor, and pre-writing skills. In the first, second, and third grades, the language development and reading components of the model stress the development of the student's communication skills. Initially, instruction is given in the child's dominant language, so that skills acquired in the first language may be transferred to the second. The Social Education program utilizes a multimedia approach to develop social concepts and promote cultural awareness.

evidence of effectiveness

The gains made by students in grades 1-3 in reading and mathematics were significant at a .01 level, using Science Research Associates Achievement Tests. On the Inter-American Test in Spanish, significant gains were made at .01 level by first-graders and at .05 level for second- and third-graders (compared to controls). At the kindergarten level, significant gains were made at the .01 level on the Test of Basic Experience and the Inter-American Test in Spanish (compared to controls).

implementation requirements

Commitment by adopters. Bilingual personnel. Five-day training by Corpus Christi staff prior to implementation. One day of consultant service during implementation. Contact person responsible for program implementation to serve as liaison between D/D and adopter.

financial requirements

Approximate cost of bilingual materials: $25 per student.

services available

A Follow Through Resource Center.

Awareness materials are available. Visitors are welcome by appointment. Project staff can attend out-of-state conferences. Orientation, observations, and training seminars are available at project site and out of state.

contact

Resource Center Specialist; Follow Through Resource Center; Zavala Elementary School;
3102 Highland; Corpus Christi, TX 78405. (512) 884-0611.

Developmental Funding: USOE Follow Through

JDRP No. 77-140 Approved: 9/1/77

Compiled Summer 1980

PROJECT

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (For Spanish And English-Speaking Children)

descriptors

Bilingual Education, Kindergarten, Language Arts, Migrant Education, Preschool Education, Reading Readiness, Screening Tests

target audience

Approved by JDRP as a screening and curriculum planning program appropriate for migrant children, ages 3-6, in regular or short-term programs. Teacher and parent training program included.

description

A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiences that could affect later school performance.

The Early Prevention of School Failure Migrant Program provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project provides a follow-up program for teachers and parents which helps children with developmental lags prepare for formal reading and writing. The program was adopted during the summer of 1974 by 10 migrant sites in Illinois, Ohio, and Michigan and 18 in Minnesota. Since JDRP approval, the program has been adopted in 10 other states for summer and/or regular programs.

The directors of the summer migrant program selected Early Prevention of School Failure during spring 1974 to assess the developmental level of children age 4 and 5 entering the summer migrant program. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. Migrant children at age 6 often are introduced to many formal aspects of reading and writing considerably out of harmony with their developmental timetable. The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Training in these areas is valuable for subsequent reading and writing experiences.

Literacy for America's Spanish-Speaking Children, by Dr. Eleanor Thonis, and The Young Child Who Speaks Spanish, by Dr. Doris Ching, cite studies that support Early Prevention of School Failure Migrant Program goals. The sequence of developing the pre-academic skills before undertaking formal reading holds true for all children in all cultures.

(Early Prevention of School Failure Migrant Program and Early Prevention of School Failure were both developed by the Peotone School District 207-U in Peotone, Illinois.)

evidence of effectiveness

The achievement gains (for Spanish-dominant, English-dominant, and bilingual students ages 4-6) as measured by three standardized instruments were statistically significant at or beyond the .05 level of significance using a one-tailed test of significance. Teacher and parent attitudes concerning the program were extremely positive.

implementation requirements

Training and follow-up services include an initial two-day training workshop and a one-day follow-up consultant service. Local adopter district commitment requires a team composed of a principal, a classroom teacher, an aide and/or volunteer, and a special service staff member. No special facilities are required.

financial requirements

Staff training, $10 per child; consumable materials, $10 per child.
Subsequent costs: consumable materials, $5 per child.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (visits are scheduled monthly). Awareness sessions are conducted. Training is conducted at Illinois site or adopter site. Follow-up services are available.

contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-116 Approved: 4/19/77

Compiled Summer 1980

PROJECT HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS

descriptors Bilingual Education, Elementary Education, English (Second Language), Kindergarten, Secondary Education, Self Concept

target audience Approved by JDRP for students, grades K-12.

description *A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.*

This program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curricula, providing relevant training for teachers and aides, developing parent and community involvement in the educational process, and generally effecting a change in attitudes toward bilingual education. The intent of this program is threefold: to help students become fluent and literate in English, to increase students' achievement in all content areas in English or Spanish, and to facilitate students' cultural growth. Initial instruction in all content areas is given in the students' native language, while a strong English language development program is provided. As students attain proficiency in English they are phased into instruction in English, but may continue instruction in Spanish language development and Spanish reading in schools where the program is provided through the sixth grade.

State-adopted materials are now provided for grades K-3. Other materials are provided through state and local funds for grades 4-6. In addition, curriculum guides, performance objectives, and other materials for all grade levels have been written locally.

At the secondary level, the program includes English as a second language for monolingual Spanish students, and bilingual courses for students who have already attained some degree of bilingualism.

evidence of effectiveness Language proficiency was measured using Language Assessment Scale. Achievement was measured using objective-referenced tests in each language, Inter-American Reading Series tests, and Iowa Test of Basic Skills for grades 1-6 (urban Hispanic students). Gains equal those of peers with no English limitation. Teacher training evaluated by structured classroom observations. Data were collected periodically. Reports are available.

implementation requirements Teachers must complete a 12-hour university endorsement program, pass a Spanish proficiency test, and teach one year in a bilingual program classroom. LEP students are identified and placed in classes according to grade levels. Schedules meeting needs of individual campuses are prepared under supervisory personnel in accordance with the Houston plan for bilingual education and the state-wide Design of Bilingual Education.

financial requirements Per-pupil cost is approximately $500, including textbooks, supplemental materials, and staff development.

services available No special network funding supports this project's dissemination efforts. An awareness brochure is available at no cost. Visitors are welcome by appointment. Locally developed curriculum bulletins are available from project at cost.

contact Augustina Reyes, Executive Director; Bilingual Department; Houston Independent School District; 3830 Richmond Ave.; Houston, TX 77027. (713) 623-5126.

Developmental Funding: USOE ESEA Title VII JDRP No. 75-52 Approved: 6/24/75

Compiled Summer 1980

PROJECT INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)

descriptors

Bilingual Education, Kindergarten, Language Arts, Migrant Education, Preschool Education, Primary Education

target audience

Approved by JDRP for Spanish/English bilingual children, preschool through grade 3, teachers, and aides (adult paraprofessionals with a high school education or near equivalent).

description

A comprehensive instructional program for preschool through third-grade children; systematic training for instructional staff in skills necessary for implementation of the instructional program, including classroom management.

Originally used with children whose primary language was Spanish, the program has been successfully extended to English-speaking children. Trained paraprofessionals, supervised by professional staff, provide instruction to children in English and Spanish oral language, English and Spanish reading, math, handwriting, and cultural heritage. Paraprofessionals work with groups of six to eight youngsters. The program is individualized, although some instruction is conducted with homogeneous small groups.

Training materials for instructional staff emphasize classroom management, with focus on positive reinforcement, and provide skills necessary for implementing every curriculum area. Training includes observation instruments to compare actual teaching behaviors with criterion performance levels. The monitoring system measures maintenance of teaching behaviors and adequacy of children's progress through curriculum mastery tests.

In English, the Language Component uses SRA DISTAR Language I and II (Science Research Associates, Inc.). Level I was translated into Spanish for the project by Bilingual Mini-Schools, which is now making the Spanish edition available at cost for dissemination to other sites. In English, the Reading Component uses Phonics Primer (Student Behavior Lab), followed by Sullivan Programmed Reading Series (McGraw-Hill). In Spanish, the Reading Component uses the project-developed primer Comenzando a Leer to prepare children to work in Aprendiendo a Leer (Behavioral Research Laboratories). The Math Component uses Singer Sets and Numbers (Random House) with project adaptation. The Academic Preschool Component uses project-developed pre-DISTAR language (Spanish and English), pre-math (Spanish and English), and cultural activities; the University of Kansas Follow Through handwriting levels; and reading primers and English and Spanish DISTAR, identified above.

evidence of effectiveness

In 1973, children's concepts were measured using the Cooperative Preschool Inventory before and after 200 days in the program. Pre/post percentile scores were as follows: age 3, 38/55; age 4, 56/72; age 5, 52/74. Corresponding data cumulative through 1977: age 3, 34/69; age 4, 35/70; age 5, 48/75.

implementation requirements

Personnel: one teacher or aide for every six to eight children for small-group instruction (scheduling may allow one teacher to serve several groups during the day); a trainer for on-site inservice training; a part-time tester (can be paraprofessional). Training: two days for every curriculum component adopted. Five days for trainer providing inservice to adopting staff. Also, adopters must furnish certain monitoring and test data to developer.

financial requirements

Training, curriculum, and testing materials are required for every component adopted. Free brochures and Sample Material Packets are available from the Dissemination Office. Adopters pay travel and per diem expenses of project staff providing adopter site services. Developer can send staff either from Texas or from Washington state.

services available

An NDN-funded Developer/Demonstrator project.

Project staff are available to attend awareness meetings (costs to be negotiated). Initial training of teachers, aides, and local district coordinator is available at adopter site. Training in skills required for inservice training program is conducted at developer sites in Texas and Washington state and at adopter sites. All training, project-developed curriculum, and testing materials are furnished at cost, with right of local reproduction.

contact

Dianne Barr-Cole, Dissemination Coordinator; IBI; P.O. Box 2367; Pasco, WA 99302. (509) 547-8441.

Developmental Funding: USOE ESEA Titles I and VII, and OCD JDRP No. 48 Approved: 4/9/73

Compiled Summer 1980

PROJECT MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

descriptors Migrant Education

target audience Approved by JDRP as a program for migrant children, preschool through secondary, and teachers, teacher's aides, nurses, counselors, and administrators.

description *An educational and health system for migrant children, preschool-12.*

This computerized system with 167 teletype terminals located in 44 states serves all 50 states, Puerto Rico, Guam, and American Samoa. Terminals submit student data on migrant children on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the United States Office of Education. The curriculum varies according to the established needs of migrant children at their various levels. Through the MSRTS, teachers have at their disposal special program, test, special interest, health, criterion, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed. No single approach is used; however, many programs have been developed around the tutorial.

Presently the computer is being programmed to provide skill-based information on all children in the areas of reading, math, oral language, and early childhood skills. This information will then become part of the total history of every child in the development of his or her profile.

evidence of effectiveness Evaluations are conducted by each state to fulfill requirements of the United States Office of Education. Criteria used in making evaluations depend solely upon the states. Significant gains have been reported by some states. The most important achievement has been the marked increase nationwide in the number of migrant children graduating.

implementation requirements Interested adopters who have migrant children in their school plant or LEA need only write to the State Directors of Migrant Education in their respective states, making them aware of the migrant children in their particular school. Materials and implementation requirements can also be requested from the State Director in each state. Materials are provided to individual states at no cost.

financial requirements In fiscal year 1978, it cost approximately $2.97 per child to maintain all school and health records on a migrant child in the U.S. as he or she moved about with his or her parents in search of agricultural work. LEAs assume costs relative to the employment of personnel in their particular district.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome Monday through Friday, 8:00 a.m. through 4:30 p.m. Training is conducted at the project site (adopter pays only its own costs). Training is conducted out of state (exemplary project staff pay their own costs). Project staff can attend out-of-state conferences (expenses are covered).

contact Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System; Arch Ford Education Building; Little Rock, AR 72201. (501) 371-1857.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 19 Approved: 4/4-5/73

Compiled Summer 1980

PROJECT

NOMAD: Needs and Objectives for Migrant Advancement and Development

descriptors

Adult Education, Elementary Education, Kindergarten, Mathematics, Migrant Education, Parent Education, Preschool Education, Reading, Secondary Education, Summer Programs

target audience

School year program approved by JDRP for students of all abilities, grades K-12; summer program approved for students ages 2.5-17 and young adults to age 21 if they have not received a high school diploma; family unit program approved for total family, all abilities, all ages.

description

A school year tutorial program, a summer education program, and a family unit program designed to meet the special needs of migrant students through individualized instruction.

The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education. Teachers also serve as liaison between the home and school.

The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, and reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and agricultural science. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual. Preschool and kindergarten classes have additional aides. A mobile unit provides support services to migrant families at the camps. Activities planned are based on participants' needs. Activities include basic education, recreation, and human resource assistance. Parental involvement is encouraged through recruiters, evening open houses, and a Sunday fiesta celebration.

The family unit component is an evening program designed to encourage total family involvement. The curriculum includes instruction in basic skills, home economics, and training parents in preschool education. Instruction takes place in a van located at the migrant camps.

evidence of effectiveness

All migrant students are pre- and posttested individually with Gates-MacGinitie Reading Test and Metropolitan Achievement Test, math section. Latest test data (1978-79, following JDRP approval) show that students gained an average of 2.8 months per month of instruction in reading and 2.6 months per month of instruction in math.

implementation requirements

Elementary and secondary teachers who are genuinely concerned with educating a disadvantaged and culturally different group are needed. Recruiters representative of the group to be served, aides, administrators, and curriculum and evaluation personnel who will accept the challenge are also needed. Sensitivity training on the needs of migrant students and training in diagnosing needs and prescribing activities are required. Space is needed for individual or small-group instruction.

financial requirements

A wide variety of commercially available materials and equipment already found in most classrooms is used. The cost of staffing depends on local school district salary schedules. The number of staff needed depends on the number of eligible students.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter must assume all expenses). Training is also conducted at adopter site (expenses must be paid).

contact

John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 21a Approved: 4/9/73

Compiled Summer 1980

PROJECT SECONDARY CREDIT EXCHANGE PROGRAM

descriptors Dropout Prevention, Educational Alternatives, Migrant Education, Secondary Education

target audience Approved by JDRP for migrant high school students who must transfer credits from one district to another.

description *A continuation school for secondary grade migrant students who have been attending school in another district or state and are not able to continue school because of the need to work.*

The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they followed at their home-base school. They are given individualized and small-group instruction and complete their course of study in the receiving school. Upon completion of the term, their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually in late afternoon or early evening. Certificated staff are employed and the content of the work at the credit exchange school is identical to the work at the home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English-speaking students and students who have dropped out but wish to return to school or pursue a GED.

evidence of effectiveness Significant gains in enrollment are evident in numerical comparisons before and after implementation of a Secondary Credit Exchange Program. Gains can also be seen in terms of credits needed compared with credits earned, as well as in cumulative number of graduates.

implementation requirements Adopter must have sufficient staff to provide a teacher-student ratio no greater than 1:10. Identification and recruitment staff and some kind of classroom facility are also required. The program can begin with as few as three students in a tutoring situation, but the most practical size is 30-40 students. Project site visitation is recommended.

financial requirements Per-pupil cost varies from $100-$150, depending on the district. Costs are primarily for staff salaries. A wide variety of materials found in most classrooms is used.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome. Project staff are available to attend out-of-state awareness meetings and to participate in inservice training at adopter site (expenses must be shared).

Alternate contact: Tino Duron, Developer/Demonstrator; Region I Education Service Center; 1900 W. Schunior; Edinburg, TX 78539. (512) 383-5611.

contact David W. Randall, State Coordinator, or Tito J. Moreno, Developer/Demonstrator; Secondary Credit Exchange Program; P.O. Box 719; Sunnyside, WA 98944. (509) 837-4344.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-113 Approved: 4/17/77

Compiled Summer 1980

PROJECT ST. JOHN VALLEY BILINGUAL EDUCATION PROGRAM

descriptors Biculturalism, Bilingual Education, Class Management, Elementary Education, Kindergarten

target audience Approved by JDRP for bilingual students, grades K-4. This program has been used in other settings with grades 5-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A curriculum and management model for bilingual students of any culture, using supplementary curricula with performance-based objectives.*

The St. John Valley Bilingual Education project has been in operation since 1970. Located on the Canadian border, the area is strongly influenced by both French and English. Bilingual influence is demonstrated by 70-75% of students entering school. The project attempts to capitalize upon the use of the students' mother tongue to teach skills and content while the students learn English and English-taught skills and content. The program in the mother tongue consists of music, math, social studies, art, and French language skills (K-5), and math, social studies, science, native language, and native culture (6-11). The program in English includes similar content areas plus career education at the secondary level. Key objectives are identified by teachers, Title VII staff, and administrators. Instruction is given in the mother tongue for 30-45 minutes daily at all levels, with English used for the remainder of the day. The program functions within the regular curriculum with local implementation by teachers and administrators, so that minimal interference occurs in school philosophy, educational philosophies, and classroom management procedures. Although the program was developed for French, it is adaptable to any language and culture.

The K-4 program, an exemplary management model of the St. John Valley Bilingual Education project, is known and has been validated as Project Savoir.

evidence of effectiveness Longitudinal data from standardized achievement tests (Metropolitan Achievement Tests, 1970; Common Concepts Foreign Language, 1962) and student achievement on behavioral objectives for program in English and program in French, evaluated annually, indicate that bilingual program participants achieve at or above national norms in reading, math, and language arts. Data for grades K-4 are available on request.

implementation requirements Decision to adopt must have support of parents, principals, and administrators. Inservice training for administrators, teachers, and teacher's aides is required. Adopter must develop materials reflecting local bilingual element. (Samples of project-developed curriculum packets for math, social studies, science, business education, health/physical education, and career education are available at cost.) Number of bilingual teachers required varies with number of students in adopting district.

financial requirements Student booklets (35¢-$2 each), curriculum guides for K-5 program in French ($7.50), posters and slides (price list available on request). Program-developed curriculum booklets for various disciplines (some materials available at cost, others for nominal charge). Replacement costs of booklets and project-related materials, $2-$3 per student per year, K-5. No additional staffing is required, as program supplements existing curriculum.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost of mailing. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted at adopter site (expenses must be paid). Follow-up technical asistance is available (expenses must be paid).

contact Allen J. Ouellette, Project VIBE, or David Veilleux, Program Director; St. John Valley Bilingual Education Program; P.O. Box 210; Madawaska, ME 04756. (207) 728-6377 or -4849.

Developmental Funding: USOE ESEA Title VII JDRP No. 75-54 Approved: 6/24/75

Compiled Summer 1980

SECTION 4

CAREER/VOCATIONAL EDUCATION*

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PROJECT

PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program

descriptors Basic Skills, Career Education, Elementary Education, Secondary Education

target audience Approved by JDRP for students of all abilities, grades 1-6; supplementary Learning Activity Packets approved by JDRP for grades 7 and 8. A kindergarten program is available, but no evidence of effectiveness has been submitted to or approved by the Panel. The program now operates primarily in grades 1-6.

description *A program for infusing career awareness into the regular elementary curriculum that emphasizes the relationship between careers and basic academic skills.*

Career awareness becomes an integral part of the total curriculum of pupils, grades K-8, through the use of Learning Activity Packets (LAPs). For each grade level, there are 32 different packets, representing 30 occupations. Each packet includes a career story incorporating the concepts of work as a way of life, tools, tasks, training and education, traits, and economics. Opportunity is provided for pupils to exercise individual preferences, to use problem-solving skills, to be creative, and to do some decision making. The packet also includes an academic skill. The worker's need for this skill, teaching facts or information, and practice activities for developing or improving pupil skill are provided in each packet. A posttest (review) covering the career concepts completes the packet. Care has been taken to show students that school subjects are important and related to the world of work.

The packets are designed to be completed in 15-30 minutes. They may be used to introduce, review, or reinforce their companion academic skills at the appropriate times.

evidence of effectiveness Project pupils show a significantly greater (.01 level) awareness of careers than students in comparable schools not infusing a career awareness program into their curricula (Evaluative Research Associates' Occupational Career Concepts and Worker Activities Tests, administered in 1976). This shows that at minimal cost and without adding time to the daily schedule, infusion of career concepts into a regular academic skill area results in greater career awareness.

implementation requirements Project staff provide a workshop (one or more days) for adopting district teachers and administrators and return for monitoring or further inservice visits if requested. Experience has shown that administrator and teacher support results in a strong program.

financial requirements A set of 32 CAPS-LAPs (25 copies of each) for a single grade level: $105. Teacher's manual: $5. Student materials may be purchased or reproduced by the adopter.

services available An NDN-funded Developer/Demonstrator project. Awareness materials are available at no cost Visitors are welcome at demonstration schools by appointment. Project staff are available for out-of-state awareness conferences and training. Training workshops are conducted at adopter site. No consultant fee is charged for services provided.

contact Jeanne Leffler, Director, or Martha Rothrock, Assistant Director; Box 13; Greenland, AR 72737. (501) 443-3336.

Developmental Funding: USOE ESEA Title III JDRP No. 78-178 Approved: 5/24/78

Compiled Summer 1980

PROJECT CAREER DEVELOPMENT PROGRAMS

descriptors Career Education, Elementary Education, Kindergarten, Secondary Education, Values

target audience Approved by JDRP for students in grades K-10 of all ability levels. This program has been used in other settings with grades 11 and 12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A career education effort that exemplifies the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.*

This program continually demonstrates the many relationships between school subjects taught and aspects of the world of work. The program conforms to the State of Ohio model; thus, it provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12). At the elementary level, the program develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, the dignity of work, and self-worth. In grades 7-8, the wide range of occupations available, worker characteristics, relevance of school subjects to occupational areas, and evaluation of interests, aptitudes, and abilities receive the major emphasis. For grades 9-12, the exploration phase introduces in-depth studies in occupational areas of student choice, actual exploration and work experience, and value and interest clarification, with a heavy emphasis on decision making.

During all three stages of the program, seven developmental areas are integrated into all segments of the curriculum: individual and environment, education and training, world of work, economics, self, employability and work adjustment, and decision making. A major element of the program is the involvement of community members and workers of all types as collaborators with educators in the career education process.

evidence of effectiveness Process and product evaluation designs utilized were developed and conducted by Studies in Education. Testing included a large number of students in program and nonprogram schools. Results indicated that program efforts provided knowledge gains consistently higher for program students.

implementation requirements A single teacher, a school, or an entire district can adopt the program. One or more project coordinators are needed, depending on the size of the population to be served. Successful implementation depends on intensive staff inservice, where concepts, materials, and suggested activities are introduced. The project makes extensive use of community resources by means of special ongoing community-based programs involving local business, industry, and labor.

financial requirements Initial costs: K-6, $20 per student; 7-8, $25 per student; 9-10, $30 per student. Continuation costs after 3-4 years: K-6, $6 per student; 7-8, $7.50 per student; 9-10, $9 per student.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings. One or two days of initial training and awareness are provided at project site (adopter pays only its own costs). Follow-up technical assistance is provided by project staff at adopter sites.

contact Nick Topougis, Director of Career Education Programs, or Jerry Ryan, Project Coordinator; 65 Steiner Ave.; Akron, OH 44301. (216) 434-3404.

Developmental Funding: USOE BOAE JDRP No. 78-181 Approved: 5/25/78

Compiled Summer 1980

PROJECT CAREER EDUCATION RESOURCE CENTER PROGRAM (CERCP)

descriptors Career Education, Performance Based Education, School Community Programs, Secondary Education

target audience Approved by JDRP for students in grade 10.

description *A program to increase self-appraisal, occupational information, goal selection, and planning and problem solving among low-achieving urban tenth graders.*

Although this program was developed for large, urban, principally minority-student school systems, project staff believe that it can be used by any system whose graduates face potential unemployment owing to inadequate training in values and insufficient knowledge of career possibilities.

Coordinated activities take place in the Career Education Resource Center, the classroom, and the community. The project employs the infusion approach to weave career education content into instruction in academics, counseling, and supplementary student activities. In the academic disciplines, competency-based lesson plans and instructional materials are used to integrate career education into subject area content. Each semester includes a minimum of 40 instructional sessions lasting between 45 and 70 minutes.

Program activities include student assessments, teacher training, individual and group guidance, field experiences, minicourse instruction in test taking, life skills, and career decision making, career research and exploration, a career-focused newspaper, parent seminars, and community involvement activities.

evidence of effectiveness Data collected from testing of matched treatment and control groups with the Career Maturity Index Competence Test and the Comprehensive Test of Basic Skills revealed significant gains for program participants in self-appraisal, occupational information, goal selection, planning, and problem solving. Treatment males exceeded control males by 13.8 points. Treatment females exceeded control females by 6.4 points. Scores for both males and females are significant at or beyond .002.

implementation requirements Adopters must provide a room to serve as resource center; a variety of books, kits, games, films, audiovisual equipment, and software for the resource center; one supervisor (any staff professional) for every 100 students; and one part-time clerical person for the entire program. Administrative support for staff training and organization of classroom infusion activities and resource center is required. Preservice training, averaging two and one-half days, is tailored to adopter's needs. Follow-up training is supplied as necessary.

financial requirements Materials and equipment for resource center cost approximately $10,000 in the first year ($1,000 if only upgrading of existing equipment and materials is required), $1,000 in subsequent years. Adopters purchase a Project Manager Kit ($50), containing a Lesson Guide with 27 lessons in 10 disciplines, sample Learning Activity Packages (LAPs) for materials used in the resource center, a model for teacher developed LAPs, three minicourse guides, a career awareness comic book kit, and miscellaneous transparencies. Adopters pay trainer's travel and per diem.

services available No special network funding supports this project's dissemination efforts.

An awareness brochure is available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted at adopter site (expenses must be paid). Follow-up training and technical assistance are available to adopters.

contact Essie Page, State Coordinator of Career Education; Ellington School of the Arts, Room 102; 35th and R Sts., N.W.; Washington, DC 20007. (202) 282-0186.

Developmental Funding: USOE Emergency School Aid Act JDRP No. 80-4 Approved: 4/22/80

Compiled Summer 1980

PROJECT CAREER EDUCATION RESPONSIVE TO EVERY STUDENT (CERES)

descriptors Basic Skills, Career Education, Kindergarten, Primary Education

target audience Approved by JDRP for primary school children, grades K-3. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.*

Project CERES has developed instructional procedures to facilitate the infusion of career education concepts into the regular curriculum. Project staff have developed a career education matrix that identifies goals and objectives in seven areas, numerous infusion units, a variety of career education learning centers, a simulation program, a career education test for measuring student gains, a Program and Management System (PAMES) that establishes staff responsibilities, and a Career Education Inservice Model (CEIM) that guides career education activities.

The project strongly stressed staff development. Teachers developed curriculum materials under a performance contract that encouraged developers to be responsible for their work and delineated their future responsibilities.

evidence of effectiveness When compared with a control group, project students showed significant growth in their career development as reflected by their achievement of objectives representing seven areas of career education. Student growth was measured with a project-developed career education test.

implementation requirements The project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or schools. Two days of staff training are advisable.

financial requirements Copies of unit development and staff inservice materials, instructional materials, tests, and reports are helpful. Release time is required for staff during inservice training.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact Virginia H. Lish, Curriculum Specialist; Ceres School District; P.O. Box 307; Ceres, CA 95307. (209) 538-0148.

Developmental Funding: USOE Career Education and VEA Part D JDRP No. 78-182 Approved: 5/25/78

Compiled Summer 1980

PROJECT CAREER INTERN PROGRAM

descriptors

Career Education, Dropout Prevention, Educational Alternatives, Secondary Education

target audience

Approved by JDRP for students, grades 10-12, who have been designated by school officials as having dropped out of school or as having the potential to drop out.

description

A program aimed at dropout prevention at the secondary school level.

Applicants are dropout and potential dropout students from Philadelphia high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels.

After prospective interns (students) are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth-grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program.

Interns are exposed to the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. In addition, career-oriented activities are employed, such as field trips, seminars, minifairs, and resource speakers. The curricula consist of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks.

During the second phase, interns are exposed to individualized instruction and independent study. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue.

The third phase commences when the interns are prepared to graduate. College preparatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

evidence of effectiveness

Formative and summative research design utilizing several cohorts of experimental, control, and comparison groups. The rigorous research was conducted for approximately two years by an independent research firm.

implementation requirements

Staffing requirements include eight full-time instructors, a director, an administrative secretary, a receptionist/clerk typist, a school coordinator, an instructional supervisor, a career counseling supervisor, three counselors, two career developers, two associate professionals (an instructional aide and a counseling aide), a curriculum liaison/resource center specialist, four secretaries, and two custodians. Space requirements include eight classrooms, a counseling area, office space, and a lunchroom area. Although a school district is the usual unit of adoption, the program can be implemented in a single school.

financial requirements

Annual cost per pupil: $2,384.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Robert Jackson, Program Manager; Division of Special Programs; OICs of America, Inc.; 100 W. Coulter St.; Philadelphia, PA 19144. (215) 438-9800.

Developmental Funding: National Institute of Education JDRP No. 77-119 Approved: 6/1/77

Compiled Summer 1980

PROJECT CAREER PLANNING SUPPORT SYSTEM

descriptors Career Education, Program Administration, Secondary Education

target audience Approved by JDRP for high school staff.

description *A set of materials for implementing a comprehensive high school career development program.*

The Career Planning Support System was developed between 1971 and 1973 by the National Center for Research in Vocational Education in response to an apparent need for the application of systems methodology to career education. The result is an extensive set of printed materials and filmstrip-tapes describing a comprehensive educational framework and procedures that school staff can use to set up an accountable, school-wide, high school career development program. (Career development has been defined as the acquisition of nontechnical skills needed for a person to be able to work.)

Five elements are considered essential for a systematic planning process: a structure that makes provision for leadership and active committee work, assessment of local career education needs and use of the results in establishing the program, a set of career development goals listed in order of importance, behavioral objectives related to these goals, and activities for students related to these objectives. The printed materials and filmstrip-tapes provide the necessary training.

evidence of effectiveness Pre/posttesting of experimental and control groups of high school staff and students in 18 schools with project-developed tests showed significant gains for experimental schools in setting up a systematic planning procedure for career development programs.

implementation requirements Use of the complete set of printed materials and filmstrip-tapes by school staff and students for one academic year is required.

financial requirements Personnel costs for one staff member (one-third to one-half time); cost of a complete set of materials, approximately $80; cost of consumables, approximately $40.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Training can be provided at project site or adopter site (costs to be negotiated).

contact Harry Drier, or Larry Hotchkiss; National Center for Research in Vocational Education; 1960 Kenny Road; Columbus, OH 43210. (614) 486-3655.

Developmental Funding: National Institute of Education JDRP No. 80-5 Approved: 5/23/80

Compiled Summer 1980

PROJECT PROJECT CDCC: Career Development Centered Curriculum

descriptors Career Education, Elementary Education, Kindergarten, Self Concept

target audience Approved by JDRP for students of all ability levels in grades K-6.

description

A sequentially coordinated career development program with teacher-developed classroom units that focus on career awareness, self-awareness, and introduction to decision making.

A career is the combination of a person's continually changing occupational, family, civic, and leisure life roles. This program intends to help children move through the career development process as smoothly as possible and understand that basic skills such as math, reading, and writing are used daily in the "outside world." The three major outcomes of the program are: increased awareness of life roles, development of and practice with decision-making skills, and enhanced self-concept formulation.

The program consists of 27 curriculum units focused on a variety of career awareness and self-awareness topics. Each unit contains goals, objectives, specific instructional strategies, suggested resources, and evaluation instrumentation. The units are interdisciplinary in that they include learning and practice in math, communication arts, science, and social studies while contributing to the career development aspects of each individual's growth. The units, which were developed by teachers and counselors, include a variety of teaching strategies, such as role playing, discussions, work sheets, field trips, use of role models, use of audiovisual materials, etc. They include evaluation strategies (both observational and paper-and-pencil) based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of one to three weeks. One unit is taught during each nine-week grading period at each grade level. The project's inservice component assists teachers in planning for and implementing unit activities in their classrooms. Many of the unit topics and activities are familiar to many teachers. However, what this program has to offer is a set of well-developed teaching materials that are sequenced, coordinaced between grade levels, easily adapted, and designed to be incorporated into existing social studies and science curricula, with built-in evaluation components and high-interest activities for children.

Although the program was developed in a rural middle-class setting, it is working well in a variety of other school settings throughout the state of Michigan.

evidence of effectiveness

In an evaluation conducted in 1974, student performance on criterion-referenced objectives at both the developmental site and the experimental site showed a marked difference from performance of students at the control site.

implementation requirements

Adopters must provide awareness information to all staff who might be involved and arrange for them to examine the units at leisure; identify volunteer teachers who will commit themselves to inservice and agree to pilot the units for one year (pilot group may consist of 7-28 teachers, with a minimum of one per grade level, K-6); provide two consecutive days of inservice for volunteer teachers and their principals; obtain necessary training materials and instruction units; provide two field trips per classroom; identify local person to facilitate adoption (usually a principal); collect evaluation data; and consider expansion to other staff.

financial requirements

Two days of release time for teachers during inservice training. A set of four units for each teacher ($2.50 per unit). A set of training materials for each participant in the inservice workshop ($2 each). Duplication of evaluation and activity sheets in student quantities (approximately 70¢ per student). Fee and travel expenses for inservice trainer.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. A thorough examination of the instructional units by teachers has proven to be more beneficial than a team visitation to the project. If personal contact is desired, an awareness session can be arranged, with slides, transparencies, and handout materials for the entire staff. A preimplementation training workshop (two full days) for teachers and principals is conducted at the adopter site.

contact Lee Downey, Project Director; Coloma Community Schools; Administration Building; P.O. Box 218; Boyer Rd.; Coloma, MI 49038. (616) 468-6785, ext. 46.

Developmental Funding: USOE ESEA Title III

JDRP No. 78-163 Approved: 3/16/78

Compiled Summer 1980

PROJECT PROJECT DISCOVERY

descriptors Career Education, Secondary Education

target audience Approved by JDRP for individuals of all abilities, age 12 and up, including minority groups, the deprived, and the handicapped, as well as "typical" populations.

description *A systematic approach to career/vocational exploration that allows the participant to search for a "career theme," not just a "job."*

Project Discovery package activities can be used alone, for exploration, or combined with other activities (career information materials, shadowing, Experience-Based Career Education, work evaluation, and employability skills training) to form a more comprehensive system. Thirty-seven explorations and a Guidance and Counseling Component comprise the "Regular Edition." Packages contain hardware and software necessary to perform work activities. These activities include individualized, written instructions (fifth/sixth-grade reading level) in cartoon-style format. Participants gain experience and a feeling for work by performing these activities. Guidance and counseling activities assist in processing information.

Fifteen exploration packages ("Special Edition") are designed for special needs populations, including disabled readers. Modifications of the "Regular Edition" were based on field testing in schools. The resulting changes include a lower reading level (third/fourth-grade), addition of an introductory book for each package, and a revised set of guidance and counseling materials. The Guidance and Counseling Component allows staff to help participants more effectively "process" these experiences. Guidance materials include a manual, instructor's notes for each package, and a 16mm film. These materials support five functions: staff orientation, participant orientation, package details, experience processing, and integration.

evidence of effectiveness Project Discovery increases participants' experience base and heightens awareness of the kinds of work for which their abilities and interests suit them. Experimental and control groups (368 students at four schools) were pre- and posttested over a two-year period with the Majure Assessment of Discovery Exploration. Evaluation of test results shows that the greater the group mean for Project Discovery packages explored, the greater the mean change on all scales. Data available.

implementation requirements The Discovery approach offers various adoption possibilities. There are numerous models, but most follow one of three basic formats: the Career Exploration Center Approach, where all packages are located in one large open or subdivided area with students scheduled for explorations; the Multiple Classroom Approach, with packages located in two or more rooms with separate staffings; and Mobile Approaches, where packages are circulated among different buildings or transported in a mobile lab. Staffing requirements vary accordingly. Lab course teachers are often selected, but any teacher dedicated to individualized instruction is suitable.

financial requirements Complete system of 37 Project Discovery Exploration Packages plus Guidance and Counseling Component, $14,620. "Special Edition" system of 15 Project Discovery Exploration Packages plus Guidance and Counseling Component, $7,930. Individual packages, from $60 to $2,185. Guidance and Counseling Component included at no cost on all orders over $3,000 for the Regular Edition; over $2,000 for the Special Edition.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials available at no cost. Visits to demonstration sites can be arranged. Awareness and training sessions for adopters/adapters are available. Consultation for program design and development, proposal and funding applications, and evaluation design can be provided (service costs to be negotiated).

contact Philip A. Olive; experience education; 401 Reed St.; Red Oak, IA 51566. (712) 623-4913 or (800) 331-5886.

Developmental Funding: USOE BEH, and Career Education JDRP No. 78-161 Approved: 3/15/78

Compiled Summer 1980

PROJECT PROJECT EQUALITY

descriptors Career Education, Elementary Education, Kindergarten, Sex Stereotypes

target audience Approved by JDRP for grades K-6.

description *A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.*

Project Equality proposes to reduce sex-role stereotyping in students, grades K-6, with materials designed to counter such stereotypes in occupational and home sex roles. Project-developed materials which may be used independently or in combination provide students with nontraditional sex-role models. All materials are self-contained, easily adapted to a variety of classroom settings, require no additional staffing, and fit within the context of subjects the teacher is already expected to cover. Most require 15-45 minutes' use per day over a two- to three-week period. Activities are simple, interesting, and experiential, making them usable with students of different ability levels. Six Occupation Simulation Packets ($6 each) feature a hands-on career education activity based on the isolated job skill concept. This concept singles out a saleable skill required for a wide variety of jobs and already possessed in some measure by students. As students identify and use the skill in a hands-on simulated work experience, it becomes clear that a skill required for one type of work can often be transferred to another. Discussion questions emphasize these points. The six packets ("Color Discrimination" and "Crawling and Squatting" for grades K-2, "Assembling" and "Creativity" for grades 3-4, and "Measuring" and "Oral Persuasion" for grades 5-6) are sensitive to many kinds of discrimination; illustrations show a mix of races and sexes, and K-2 packets include a discussion of how to use the activities with handicapped children. Packets include lesson plans and a list of required support materials. Kits containing all required support materials are available, ranging in price from $147-$355. The Yellow, Blue and Red Book, for grades K-6 ($25), is a large loose-leaf notebook containing many ideas for short-term activities that help teacher and students expand their awareness of sex-role stereotyping and broaden their views of sex roles in the home and appropriate job opportunities for qualified people. Activities in the yellow area take 10-20 minutes to carry out, those in the blue area require 20-40 minutes, and those in the red, more than 40 minutes. Many Thousand Words -- Work Pictures, for grades K-6 ($25), is a loose-leaf book containing pictures of women and men, girls and boys in a variety of nonstereotyped work settings at home, at school, and in the community; a variety of skills and abilities is depicted. Discussion questions focus on the job skills needed and on whether possession of those skills is limited to a certain sex.

evidence of effectiveness Pre- and posttesting of 5,259 students in six school districts with the Who Should test (an objective instrument designed to assess degree of sex role stereotyping) was conducted in 1977-78. Primary students showed a 17.3% reduction and intermediate students a 16.1% reduction in sex role stereotyping after exposure to just one set of Equality materials. Control groups showed little change. Results were statistically significant at less than the .005 level. The materials are even more effective when used in combination.

implementation requirements Staff: district career education director and/or curriculum director, principal, school librarian, and six teachers. Training: one one and one-half day training session; two half-day follow-up meetings. Total cost for staff development of implementation team: $800, including cost of six substitute teachers at $45 a day.

financial requirements If all materials are used, total cost is $1,635. Estimated continuation cost is $75 a year. Materials can be used by all district elementary schools in turn. Assuming 3,000 K-6 students in a district, first year cost of implementing the program is 85¢ per pupil.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be shared). Training is provided at project site (adopter pays only its own costs.) Training is also conducted at adopter site or at turnkey site in Bellevue, Washington (expenses must be paid).

contact John Ross, Director of Federal Programs; Highline School District; 15675 Ambaum Blvd. SW; Seattle, WA 98166. (206) 433-2454.

Developmental Funding: USOE ESEA Title III and IV-C and Women's Educational Equity Act Program JDRP No. 78-180 Approved: 5/25/78

Compiled Summer 1980

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Appalachia Educational Laboratory (AEL)]

descriptors

Career Education, School Community Programs, Secondary Education, Work Experience Programs

target audience

Approved by JDRP for students, grades 9-12, who wish to learn about and explore career options through experience, who want minimal entry-level skills, and those entering college who want to test tentative career choices.

description

An experience-based career education program operating in a community setting rather than in a traditional classroom.

The Experience-Based Career Education (EBCE) program developed by the Appalachia Educational Laboratory (AEL) is an alternative program implemented by the school systems of 20 states at the junior/senior level of high school. Through EBCE, students earn academic credit, explore the real dimensions of many careers, learn about who they are and what they want to become, and master some of the skills they will need to successfully negotiate the complex world of adult living. Their goal should not be to train for one preselected job, but to discover by direct experience which career(s) they consider most potentially rewarding; not to use occasional field trips to supplement classroom study, but to actually do their studying in the context of real sites with people in the community; not simply to learn about responsibility, values, and maturity, but to become more responsible and mature and to begin initiating plans for career development. Implementation of EBCE requires the training of two kinds of professionals not found in the traditional school: a learning coordinator and an experience-site analyst.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness

Student Attitude Survey, Comprehensive Test of Basic Skills, Career Maturity Inventory, and JOBS (sex roles stereotyping test) were administered pre/post to EBCE and comparison students during the last five years. Results favored EBCE students in cognitive and affective areas. Parents and employers commented favorably. EBCE graduates support and testify to its positive impact.

implementation requirements

Adopter first contacts the Laboratory to arrange a visit to an AEL/EBCE demonstration site. (Sites now operate in 20 states.) After affirming local need for EBCE, adopter may buy the program, write a joint proposal with AEL, or secure funding on its own. Adopter may then arrange a local presentation of EBCE by AEL. The staff, including learning coordinators and an experience-site analyst, are selected and training is undertaken. Adopter obtains program materials and documents to accommodate one learning coordinator to 20 students. Adopter then analyzes sites and recruits students for the start-up, a process requiring three to four months of lead time.

financial requirements

Instructional systems for EBCE are highly structured, yet simple to operate; a price list is available. Implementation costs typically include: a feasibility study, training for learning coordinator and experience-site analyst, technical assistance, and travel and per diem for AEL technical assistance staff.

services available

No special network funding supports this project's dissemination efforts.

Appalachia Educational Laboratory will assist potential adopters in any way possible. All services will be provided at cost.

contact Harold Henderson, Director, EBCE Program, Appalachia Educational Laboratory, P.O. Box 1348; Charleston, WV 25325. (304) 344-8371.

Developmental Funding: National Institute of Education JDRP No. 75-22 Approved: 5/7/75

Compiled Summer 1980

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) -- FOND DU LAC, WISCONSIN

descriptors Career Education, Daily Living Skills, School Community Programs, Secondary Education

target audience Approved by JDRP for students of all abilities, grades 11 and 12, who wish to explore careers while earning high school credit.

description *A career exploration program which integrates community experiences, academic experiences, and basic life skills.*

The goal of the Fond du Lac Experience-Based Career Education program is to help students look at themselves and at various career options in a realistic and mature manner, through use of community resources with the guidance of a professional staff. Students experience responsibility and develop the decision-making skills necessary to form a career plan.

The Fond du Lac Experience-Based Career Education program allows high school juniors and seniors to earn academic credit while exploring careers in the community. Academic work is related to career exploration experiences, which helps students realize the relevance of subject matter to the real world of work. Heavy emphasis is placed on problem-solving and decision-making skills. Students are required to complete activity sheets on such basic life skills as banking, insurance, personal loans, and budgeting.

Instruction is on a one-to-one basis, and academic work is geared to each student's interests, abilities, and needs. A Career Guide helps the student to relate each career experience to his/her own values and needs.

evidence of effectiveness Results of standardized tests (Student Attitude Survey, Comprehensive Test of Basic Skills, Career Maturity Inventory, and JOBS [sex-role stereotyping test]) administered pre/post to EBCE and control group students in 1976-79 favor EBCE students in cognitive and affective areas. Parents and employers comment favorably. Graduates support program and testify to its positive impact.

implementation requirements Potential adopters should visit the Fond du Lac site if possible. Project staff are available for awareness presentations. Technical assistance is available in writing proposals to secure funding. Training sessions for learning coordinators and an experience site analyst are provided by the project. Adopters need between three and four months of lead time for community site development and student recruitment.

financial requirements Each staff member requires one set of project-produced materials at $75 per set. Other start-up costs include staff training, technical assistance, and travel for project staff. The Career Information System (McKnight Publishing Co.) is an integral part of the EBCE program. Per-pupil cost for maintenance is slightly lower than cost for students enrolled in the regular high school program.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs) or at adopter site (costs to be negotiated).

contact Ronald R. Nelson, Director; Franklin School -- Goodrich Annex; 401 S. Military Rd.; Fond du Lac, WI 54935. (414) 921-1937 or -2440.

Developmental Funding: USOE BOAE JDRP No. 79-4 Approved: 9/27/79

Compiled Summer 1980

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Research for Better Schools, Inc. (RBS)]

descriptors Career Education, Communication Skills, Mathematics, School Community Programs, Secondary Education

target audience Approved by JDRP for students of all abilities, grades 9-12; teachers who develop community-based learning activities for students; school/community cooperation groups. This program has also been used in eighth grade, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and postsecondary plans.*

This program focuses on five basic goals for students: preparation for career opportunities; growth in communications skills and mathematics; increased accuracy and breadth in student perceptions of their environment; enhanced motivation to learn; and increased ability to plan, solve problems, make decisions, and take action. Three interrelated components form the Research for Better Schools Experience-Based Career Education Program: Career Development, Career Guidance, and the Academic Resource Center. The most visible component, and the one that distinguishes this EBCE program from others, is Career Development. Career Development directs students into the community for career explorations and contact with working adults. Career Guidance helps students to integrate their job-site activities with personal and academic interests, needs, and skills. This integration is accomplished through structured group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communications skills. The existing school program provides the remainder of students' academic needs.

RBS EBCE is designed to be part of the existing school program. Once a week students leave school and spend the day in the community at a business, government office, or service agency participating in specific preplanned activities. Students spend two periods a week in group guidance sessions. Guidance sessions serve both as an instructional setting in which to learn and apply problem-solving skills and as a forum in which students can share information about community learning experiences. The group works with a process skills curriculum, The Career Clarification Program: A Problem-Solving Approach, designed primarily for students in their first year of the program. RBS EBCE was not developed for use in a rigid, predetermined manner. It was meant to be stretched and molded to fit the circumstances of the particular community and school district.

(One of four EBCE model programs that received JDRP approval simultaneously.)

evidence of effectiveness An experimental evaluation design was conducted at the demonstration site from 1974 through 1976. Experimental and control groups were tested with eight standard instruments to measure career maturity, attitude toward learning environment, self-concept, and basic skills. Results support program effectiveness in all areas. The program also appears to reduce school dropout rates.

implementation requirements Existing staff are utilized to develop and implement the program. However, traditional roles need to be redefined and redefined roles must be extended into the community. The learning activities that take place in the community are structured by school people in cooperation with community participants. The guidance curriculum presents a new type of situation for some school staff, and the individualized instruction in basic skills represents a new challenge for others.

financial requirements Planning, training, and implementation materials: approximately $100 per set. Student materials for the guidance curriculum cost $6 per student. Materials to implement an individualized learning center involve substantial costs. Staff time is required for initial community recruitment and for development of community-based learning activities.

services available No special network funding supports this project's dissemination efforts.

Consultation, training, and follow-up are available at project site and adopter sites (expenses must be paid).

contact Louis Maguire, Development Division Director; Research for Better Schools, Inc.; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300.

Developmental Funding: National Institute of Education JDRP No. 75-22 Approved: 5/7/75

Compiled Summer 1980

PROJECT

HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping)

descriptors

Career Education, Elementary Education, Secondary Education, Sex Stereotypes

target audience

Approved by JDRP for students of all abilities, grades 4-9. It has been used in other settings with grades 1-3 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program that combines career education with human growth and development processes, sex stereotyping affect, and vocational choice psychology to reduce the effects of gender-role limitations.

Project HEAR consists of Primary, Intermediate, and Secondary Learning Units, each integrated into a student's regular curriculum over a 45-day time span. Learning Units are sequentially organized, ungraded, and designed for use in any existing classroom structure with any discipline; they may be adapted to multiple learning needs. The developmental tasks of each learning unit are geared to differences in learning level. Because the learning needs of twelfth-grade students are different from those of eighth- and fourth-grade students and because individual learning styles also differ, Project HEAR's materials combine reading, writing, verbal, audiovisual, simulation gaming, and kinesthetic learning experiences. Activities are varied and afford students opportunities to work individually and in large and small groups.

Project HEAR aims to expose students to the concepts of growth and change and to make them aware of their needs, skills, strengths, aptitudes, feelings, and motivations. The program relates a variety of occupational information to the student's self-concept. Emphasis is placed on choosing and examining alternatives in order to make decisions. At the elementary school level, the primary goal of the program is to change students' attitudes toward the world of work and to break down occupational stereotypes. At the upper levels, the program aims to increase students' knowledge of the world of work and to align their occupational choices with their occupational interests, aptitudes, and abilities.

Project HEAR's curriculum is designed to help students explore themselves without judgement of success or failure, lead students to a successively widening exploration of the world outside themselves, and teach students decision-making skills and provide skill-building activities. Self-awareness, career awareness, and decision making are the threads that weave the project's components together and the respective foci of the Primary, Intermediate, and Secondary Learning Units.

evidence of effectiveness

The program is effective in reducing the impact of gender-role limitations. Data collected from locally developed instruments in 1976 were analyzed by a pre/post contrast of experimental and control groups. Two years later, a second experimental design confirmed Project HEAR's effectiveness.

implementation requirements

No special facilities or equipment are needed for successful implementation. Curriculum units are packaged in classroom sets with supplies for 30 students. Staff training by project development personnel is required for adoption. Each training session is uniquely developed for adopters and averages two days.

financial requirements

Materials costs for 1980-81: Primary Unit, $90; Intermediate Unit, $85; Secondary Unit, $110. A charge of 5% for handling plus a shipping charge will be added. The only consumables are the unit workbooks, which can be replaced.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Awareness can be provided at project site (adopter pays only its own costs). Training is conducted at adopter sites (costs to be negotiated).

contact

Joel Geller, Director; Project HEAR; Cogent Associates; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-185 Approved: 5/31/78

Compiled Summer 1980

PROJECT MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)

descriptors

Career Education, Elementary Education, Kindergarten, Secondary Education

target audience

Approved by JDRP for students of all abilities, K-8, and their teachers.

description

A program designed to infuse career education into the regular K-8 curriculum, with a component for staff development and self-evaluation.

Project MATCH is designed to infuse a career education component into the regular curriculum of a K-8 school district program. The program emphasizes career education in three ways: by an infusion process built around the various content areas, by experiential activities within the classroom for real world understanding, and by wide-ranging study and research opportunities that are centered in career education yet keyed to the content areas. The project has developed behavioral objectives in 10 areas of career education, a grade-by-grade guide to achieving these objectives, a series of curriculum infusion units that integrate career education concepts into most curriculum areas, special individualized programs, a simulation program in civics, and career education evaluation instruments (both formative and summative). Training sessions for program implementation have also been developed. During the two-day inservice session, teachers are introduced to the project and to ways they can assist in planning for implementation and evaluation. Optional inservice for professional development is also available.

The 10 goal areas of MATCH are career awareness, self-awareness, attitude development, education awareness, economic awareness, consumer competencies, career orientation, career exploration, career planning and decision-making skill development, and civic responsibility. Of the program's 67 objectives, a third are introduced at the kindergarten level and all are included in the materials for grade level 7-8. Project materials include teacher guides, consumables for students, game designs, bulletin board idea sketches, and a filmstrip for general program description.

evidence of effectiveness

When compared with a comparable control group, project students showed far greater growth in career development as evidenced by their achievement of objectives in 10 areas of career education. Student growth was assessed by project-developed evaluation instruments with a high degree of validity and reliability.

implementation requirements

The project's activities are easily transportable; they can be implemented by teachers without disrupting existing programs and without adding special periods, special counseling, or staff. The program can be adopted by individual teachers or schools. Project materials and evaluation instruments are needed for implementation. A staff training program of one to three days should be planned, based on needs of the adopter and the adoption plan.

financial requirements

One set of project materials (K-8), $400. Consumables, $100. Costs are less if grade span of adopting school is less than K-8. Guides for implementation are included in the project materials.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available upon request. Visitors are welcome. Project staff are available to attend out-of-state awareness meetings (expenses must be shared). Training is provided at adopter site (adopter must assume all expenses). Training is also conducted at project site (adopter must share trainer costs as well as assuming own expenses).

contact

Darvel Allred, Project Specialist; Ontario-Montclair School District; 950 West "D" St.;
P.O. Box 313; Ontario, CA 91761. (714) 983-7412 or -9501, ext. 235.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 78-167 Approved: 3/16/78

Compiled Summer 1980

PROJECT OCCUPATIONAL AND CAREER DEVELOPMENT

descriptors

Career Education, Elementary Education, Kindergarten, School Community Programs, Secondary Education

target audience

Approved by JDRP for students of all ability levels, grades K-12.

description

A sequential career education program focusing on student awareness, exploration, and preparation.

The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle-school level, and preparation and information at the secondary level. The program is built around a career education theme that has as its process goals: student evaluation of self-characteristics, exploration of broad occupational areas, introduction to the economic and social values of work, introduction to the psychological and sociological values of work, consideration of educational and training alternatives, and development of student decision-making skills related to the other goals.

Analysis of the above goals has led to the development of six elements that have been incorporated into career education activities on all grade levels. These elements are: hands-on activities, role playing, field trips into the community, resource people in the classroom, subject matter tie-ins, and introduction to occupations in the community relevant to students' interests and abilities.

The unit approach was chosen as the original structural framework for implementing career education because Cobb County teachers felt more comfortable with units. The concurrent and overlapping nature of the elements stimulated individual creativity and permitted flexibility within any given unit. Teachers were encouraged to plan unit activities related to the curriculum and focused on students' interests and abilities. Through use of the six elements and the unit approach, teachers were given a basic framework with which to develop activities to meet their students' needs.

evidence of effectiveness

Project evaluation conducted by North Carolina State University over a three-year period through tests of 500+ students (treatment and control). Process evaluation by Georgia Department of Education and USOE. Goals and objectives stated at project outset were achieved to a significant degree. Validated by USOE for replication.

implementation requirements

Project may be implemented by a single teacher, but effectiveness is increased if small groups of teachers are involved in staff development workshops where concepts, materials, and suggested activities are introduced and experienced. Such workshops should be conducted with teachers grouped according to year/grade levels or subject areas.

financial requirements

Forty-six Elementary Curriculum Units, [illegible]; 51 Elementary-Middle School Curriculum Units, $80; 30 Middle School-Senior High Units, $50; complete set of 64 units, $90. Usually, existing allotments for staff development can be used. Additional per-pupil cost is negligible, depending on available resources. Program costs can be managed through alternative use of existing materials and utilization of other resources.

services available

No special network funding supports this project's dissemination efforts.

Curriculum-centered units and other materials are available at cost to serve as planning guides. Limited visitation is available by appointment. No training is conducted on-site. Training can be conducted off-site on a limited basis (staff costs must be paid).

contact

Judy Comer, Career Education Supervisor; Cobb County Public Schools; P.O. Box 1088;
Marietta, GA 30061. (404) 422-9171.

Developmental Funding: USOE BOAE JDRP No. 74-7 Approved: 1/18/74

Compiled Summer 1980

PROJECT OCCUPATIONAL VERSATILITY (O.V.)

descriptors Career Education, Elementary Education, Secondary Education, Vocational Education

target audience Approved by JDRP for grades 6-9 in industrial arts. This program has been used in other industrial arts settings with grades K-5 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An exploratory, prevocational experience for all students in a general multiple-activity industrial arts shop.*

Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout the learning procedure, the educator creates the scene in which the learner functions and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries.

Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, to instructors, and to more-experienced peers. O.V. has been applied in one-teacher shops.

The O.V. method has been expanded into four phases: the Awareness Phase, for the elementary school; the Exploratory and Emphasis Phases, for the junior high school; and the Preparatory Phase, for the high school. Efforts are under way to merge the O.V. method with the American Industry Project, a study of the free-enterprise system. Adaptations of the O.V. method have also been applied to the home economics and art areas.

(This program was originally developed at the Highline School District, Seattle, Washington, but now operates at Arizona State University, Tempe, Arizona.)

evidence of effectiveness In 1970-71, on the Childhood Attitude Inventory for Problem Solving, O.V. students (n=118) scored 111.72 compared to non-O.V. students (n=137), who scored 107.46 (significantly higher at .01 level). In 1977, O.V. students (n=40) on the same test scored 111.32 (significant at .01 level).

implementation requirements O.V. is more commonly adapted than adopted; specific requirements are not listed here, due to the flexibility of adaptations. The O.V. Installation Manual has worksheets that cover all expenses and obligations. A workshop and/or visitation to demonstration sites (not mandatory) will assist the adapter in determining the extent of implementation desired. A model adoption proposal for Title IV-C funding is available through NDN Facilitators and/or the project office.

financial requirements Installation costs vary greatly, since they depend on what materials are available and what degree of implementation a district wants. Installation Manual has a section intended to aid adopter in determining the cost of desired program. Manual may be purchased for $17.50 (including postage and handling) from: Jim Grossnicklaus; Albany Union H.S. District 8J; 2310 S. Elm St.; Albany, OR 97321.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge or at cost. O.V. has 23 trainers and 10 presenters throughout the country. A list of these trainers can be obtained from the project office. Awareness presentations and workshops are available at demonstration sites and/or adopter sites (costs to be arranged). Demonstration sites (at project and out of state) may be visited by appointment at any time during the school year. Training and implementation services are provided at project site and adopter site (costs to be arranged).

contact John Lavender, Director; Occupational Versatility; Division of Technology; Arizona State University; Tempe, AZ 85281. (602) 965-7410.

Developmental Funding: USOE ESEA Title III JDRP No. 12 Approved: 4/16/73

PROJECT PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT

descriptors

Career Education, Elementary Education, Secondary Education, Self Concept

target audience

Approved by JDRP for students of all abilities, grades 4-12, teachers, administrators, counselors, and community members. This program has been used in grades K-3, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A K-12 infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.

The Pima County Developmental Career Guidance Project is a state-funded interdistrict organization that coordinates or delivers a variety of career education services to all county schools. The project has several major components: direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness, self-esteem, and an introduction to career areas. Activities in grades 7-9 focus on wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students actual exposure to work.

evidence of effectiveness

As a result of high levels of exposure to this career education program, a sample of county students in grades 4-12 performed better in all categories tested, as measured by a locally developed Careers Test, than a comparable sample of students with low exposure to the program. The program has been externally evaluated since 1972.

implementation requirements

The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time. Between two and two and one-half days of preservice training and additional follow-up inservice training are required.

financial requirements

A wide variety of commercially available curriculum materials already found in most schools is used. Costs of preservice and inservice training for adopting staff and evaluation (testing, scoring, reporting) are borne by adopters.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses of the two trainers required must be paid).

contact

Barbara Hanson, Program Manager; Pima County Developmental Career Guidance Project; 545 N. Camino Seco; Tucson, AZ 85710. (602) 296-2397.

Developmental Funding: USOE Educational Professions Development Act

JDRP No. 78-177 Approved: 8/10/78

Compiled Summer 1980

PROJECT UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS

descriptors Career Education, Secondary Education

target audience Approved by JDRP for secondary students.

description *A three-year, student-oriented program designed to introduce secondary school students to allied health occupations.*

The purposes of the program are to acquaint students with the allied health field and provide them with training in it; to offer students positive educational experiences to encourage and motivate them to continue their education; to give students skills and information with which they can compete and move upward in the world of work; to give students a better understanding of the health field to make them better consumers of its services; and to guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives are based on inventories of tasks requisite to specific health careers, ranging from biomedical photography to ward management.

evidence of effectiveness This project -- as it was applied in a number of Los Angeles area high schools -- was evaluated by Clarence Fielstra. The results of his evaluation are available upon request, for a nominal fee.

implementation requirements For one classroom, a minimum of one person is needed to serve as both instructor and coordinator. For more than one class, one instructor per class, in addition to the coordinator, will be needed. Clinical instructors are needed at health care facilities. Also necessary for implementation are the teacher manual, the student manual, and a program guide for the coordinator. Normal classroom facilities provide sufficient space.

financial requirements Teacher's manual, $20; Comparative Medical Practices (set of 80 colored slides for use with teacher's manual), $50; student manual (one per student), $5; student training record booklets (nursing, clinical lab assistant), 35¢ each; coordinator's program guide, $5.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Two experienced seminar leaders can assist groups interested in adoption. Contact Marilyn Morgan; Beverly Hills High School; 241 S. Moreno Dr.; Beverly Hills, CA 90212; (213) 277-5900; or Jerome Epstein; 13948 Milbank St.; Sherman Oaks, CA 92413; (213) 981-2634 or 825-2608 (expenses must be paid).

contact Miles H. Anderson; University of California Extension; Allied Health Professions; 617 UNEX Bldg.; 10995 LeConte Ave.; Los Angeles, CA 90024. (213) 825-2608.

Developmental Funding: USOE BOAE JDRP No. 73-1 Approved: 12/13/73

Compiled Summer 1980

SECTION 5

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PROJECT ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

descriptors

Parent Education, Preschool Education, Screening Tests

target audience

Approved by JDRP for preschool children of all abilities, age 3-4, and their parents.

description

An early childhood education program built on the belief that parents are their child's first and most effective teachers.

Added Dimensions offers a comprehensive program with four interrelated components: Preschool, Parent Involvement, Developmental Screening, and Home Visits. For districts with no preschool and parent programs, the Added Dimensions program offers a comprehensive plan for beginning them. For districts with programs in these areas, it offers the opportunity to add components that will enhance them.

The Preschool Program offers twice-weekly sessions of two and one-half hours each for all three- and four-year-olds in the district. The curriculum includes objectives in the areas of personal-social development, motor development, aesthetic development, language development, and cognitive development. It stresses a hands-on approach with individual attention to children with special needs.

The emphasis of the Parent Involvement Program is on reinforcing the concept that parents are the most influential educators of their children and on providing support to parents in their role as educators. Parent activities include two to six preschool sessions with their child, regular work assignments at the preschool, small-group discussions led by trained teachers, and large-group meetings.

The Developmental Screening component utilizes the Denver Developmental Screening Test (DDST), a widely used screening tool that can be administered by trained paraprofessionals. It points up any developmental lags a child may have. Parents are involved in the screening procedure and discuss results with the teacher assistant. This helps parents to see their child realistically and to begin their association with the school on a note of shared concern.

Through the Home Visiting Program, every family receives an initial visit during which the DDST is given. Families that would benefit from follow-up calls are visited on a biweekly basis. Play Materials Lending Libraries are located throughout the district, and home visitors can select appropriate activities to take to the home.

evidence of effectiveness

In 1974, the year the project was validated, evaluation indicated that kindergarten children enrolled in the program scored significantly higher ($p < .01$) on the Comprehensive Test of Basic Skills than those not enrolled. Attendance of parents at educational meetings increased by more than 60% during the time that Title III funds were available.

implementation requirements

Program can be implemented in one school or district-wide. District should provide as many support services as possible so that tuition or grant money can be spent on direct educational services to children and families. Certified head teacher with training in early childhood education and group discussion methods and teacher assistants with six quarter-hours of college credit in early childhood education and 10-15 hours of inservice training in home visiting, developmental screening, and curriculum are required. If space in schools is not available, churches and other buildings can be used.

financial requirements

Total estimated cost per child: $240 per year. Project materials, including curriculum guide and teacher handbook: $18. Start-up costs vary, depending on the equipment that needs to be purchased. Program can be supported by tuition payments, Title I funds, or local school district funds.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is available at project site or adopter site (expenses must be paid).

contact

Betty Benjamin, Project Director; Early Childhood Education; Jefferson County Public Schools; 1209 Quail St.; Lakewood, CO 80215. (303) 231-2346.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-46 Approved: 5/15/75

Compiled Summer 1980

PROJECT

AKRON FOLLOW THROUGH: Project SELF (Selected Educational Learning Fundamentals)

descriptors

Class Management, Kindergarten, Mathematics, Primary Education, Reading, Readiness

target audience

Approved by JDRP for grades K-3. It has also been used with preschool and special education students and with intermediate grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An individualized sequential instruction program in reading and mathematics that leads to proficiency in the basic skills.

SELF is a combination of the Primary Education Project (PEP) and Individually Prescribed Instruction (IPI) developed by the University of Pittsburgh Learning Research and Development Center. PEP is the kindergarten or readiness component, while IPI focuses on developing specific skills in reading and mathematics.

The Akron SELF program provides a continuous individualized educational experience for primary-grade children. The major goal of the program is to enable each child to make steady progress toward mastery of academic skills. Achievement of this goal is facilitated by a structured curriculum in which each content area is comprised of behavioral objectives arranged by unit and level; an assessment system comprised of criterion-referenced tests that are part of the procedures for placement of students in the curricula and for monitoring and guiding the students' learning progress; a management system that enables the teacher to provide individualized educational experiences for students; individualized instructional materials available from commercial sources; a monitoring and record keeping system that depicts the location of each student in each curriculum area and facilitates diagnostic teaching. Test results are used to prescribe learning tasks for the students. Although students progress through the curriculum at various rates, management schemes have been developed to gather children for group experiences.

PEP presents 400 hierarchical pre-reading and math objectives to kindergarten children in six learning areas: quantification, classification, visual, general motor, auditory motor, and letters and numerals. The New Primary Grades Reading System (NRS) is an individualized and adaptive reading system that is used to teach reading skills. Students learn to read by associating sounds with letters, blending sounds into words, and combining words into sentences. Supplemental math maintenance uses review sheets for additional math drill.

(The program was originally developed at the University of Pittsburgh's Learning Research and Development Center, but now operates as a Developer/Demonstrator at Akron, Ohio.)

evidence of effectiveness

Evaluation data indicate that students in the Akron SELF program achieved at a higher level in mathematics and reading than previously tested control groups. However, the claim is stronger for reading. Tests used: Wide Range Achievement Test, annually, random sampling, each grade; Stanford Achievement Tests, first grade, spring 1977. Participants were low-income urban students.

implementation requirements

The curriculum can be adopted by an individual teacher, by one teacher at each grade level, or by a school. The program operates more efficiently with the assistance of a paraprofessional or volunteer. Selected curriculum components may be adopted, such as PEP, IPI math, or IPI reading. Personnel involved in implementation should participate in training.

financial requirements

Start-up cost for PEP is approximately $45 per learner; for IPI reading or math, $13 per learner. These figures include instructional supplies, equipment, and staff training. Maintenance cost for PEP is approximately $3 per learner; for IPI reading and math, $26 per learner. Per-learner costs are based on 25 students per class.

services available

A Follow Through Resource Center.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (costs to be arranged). A one-week training session will be provided for persons interested in replication. Initial training will occur at the Akron site (travel expenses to be paid by the adopter). Field visitations will be made by the Akron staff at no cost to the adopter.

contact

Jeanette Brown; Crosby School; 235 Smith St.; Akron, OH 44303. (216) 253-3287.

Developmental Funding: USOE Follow Through JDRP No. 77-155 Approved: 9/12/77

Compiled Summer 1980

PROJECT BAPTIST HILL KINDERGARTEN

descriptors Communication Skills, Kindergarten, Readiness

target audience Approved by JDRP for kindergarten students.

description *A school readiness project for five-year-old children who are educationally disadvantaged.*

Experiences are provided to help children increase their vocabulary, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Daily programs emphasize the development of psychomotor skills. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Student needs are assessed and continuous evaluations are made to ensure program effectiveness. Each teacher has a trained aide. The program is monitored by a parent involvement component.

One way this kindergarten differs from others is that it is housed in a separate building. In addition to the 10 kindergarten classes, there is a large indoor play area, a room for musical or rhythmic activities, and a cafeteria. The interior is unusually attractive with appropriate colorful furnishings, open shelving, and displays of students' art.

It also differs from many other kindergartens in the multiplicity of materials and equipment available. The abundance and variety of this material enable teachers to vary their approaches to meet the individual learning styles and needs of these five-year-olds.

evidence of effectiveness The Test of Basic Experiences (TOBE) was employed to measure student achievement. The mean pretest stanine was three, the mean posttest stanine was six.

implementation requirements Any system with a teacher certified in early childhood education and an aide trained through inservice may purchase the necessary materials and begin a class similar to this project. Most systems that have adapted this program have visited one or more times.

financial requirements In addition to a teacher and aide who have had inservice training together, and appropriate furniture for five-year-olds, $2,500 would be adequate to begin one unit like this project. However, the more materials and equipment that can be purchased, the more successful the program will be.

services available No special network funding supports this project's dissemination efforts. Limited awareness materials are available. Visitors are welcome at the project site September through May, five days a week, between 8:00 a.m. and noon.

contact George Gaither Lucas; Butler County Board of Education; P.O. Box 160; Greenville, AL 36037. (205) 382-2665.

Developmental Funding: USOE ESEA Title I JDRP No. 74-102 Approved: 10/18/74

Compiled Summer 1980

PROJECT CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT

descriptors

Aurally Handicapped, Home Instruction, Language Development, Multiply Handicapped, Preschool Education, Special Education

target audience

Approved by JDRP for children under four years of age who have educationally significant hearing impairments and their families.

description

A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary responsibility in the language development of their children. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting and focus on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is placed on helping parents provide a learning environment that takes into account the child's impaired auditory ability.

Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the child's use of his/her residual hearing. The Early Education Project or Clinic may lend the child an aid and follow up with observation and retesting before recommending a specific aid for purchase.

Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings, which respond to the parents' need for current, accurate, scientific information.

Children over two are enrolled in short nursery class sessions taught by a teacher of the deaf trained in early childhood education. Parent participation is an important part of these classes. The development of social and behavioral skills in preparation for preschool is emphasized. Activities are designed to provide children with opportunities for social-communicative interaction paving the way for verbal interaction.

evidence of effectiveness

The mean ratings of language ability of children from the Early Education Project differ reliably from those of children not in the program, and the scores increase consistently and reliably throughout all age ranges from two to six years. The steady increase in communication skill was measured using the Scales of Early Communication Skills.

implementation requirements

A Home Demonstration Center, a small apartment, or rooms in an existing facility that can be converted into an apartment is needed. In some cases the families' homes can be used. A trained teacher of the deaf with additional specialization in early childhood education is required, as well as access to support services, including audiologic, psychometric, and follow-up educational services.

financial requirements

The original nonrecurring installation costs total $4,335 per pupil. The per-pupil cost in subsequent years is estimated at $2,180 on the basis of figures from 1979-80. Costs include staff, training, equipment, consumables, salaries, and indirect costs.

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

This is a nonprofit agency. Some support comes from United Way. Materials describing the program, including videotapes, slide/cassettes, and printed material, are available at cost. Training is conducted at the project site. Project staff can attend out-of-state conferences. Visitors are welcome by appointment.

contact

Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S. Euclid, St. Louis, MO 63110. (314) 652-3200.

Developmental Funding: USOE BEH   JDRP No. 77-158   Approved: 11/7/77

Compiled Summer 1980

PROJECT THE CHILD DEVELOPMENT CENTER

descriptors Kindergarten, Mainstreaming, Parent Education, Preschool Education, Special Education

target audience Approved by JDRP for three- to five-year-olds of all abilities, their parents, kindergarten teachers, and special educators.

description *A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.*

The Child Development Center is based on the conviction that the sooner educators identify young children's developmental needs and work together with parents to achieve effective interventions, the stronger the chance of children's early success in school. This program offers an ongoing format of child/parent services starting the September before the child is age-eligible for kindergarten. This format includes a diagnostic center, where preschoolers receive evaluations from a school nurse, speech/language specialist, and psychologist; a parent resource center, where parents meet with educators to discuss early-childhood topics and concerns; a child-study center, where preschoolers meet periodically with peers for group interaction while being observed by parents and center staff; and a referral center, which provides children having special developmental needs with interventions before school begins and which transmits information on all program children to parents and kindergarten teachers.

The program supplies a motivational slide-tape presentation for parents and educators, a parent handbook containing child-development articles and materials, a teacher's manual containing instructions and materials for implementing the program, and an end-of-year program booklet for recording and relaying developmental information about the child to parents, kindergarten teachers, and special educators.

evidence of effectiveness In 1976, experimental children achieved significantly higher posttest scores than control-group counterparts on the McCarthy Scales of Children's Abilities (Verbal, Perceptual, General Cognitive, Memory, and Motor subtests) and the Goldman-Fristoe Tests of Articulation.

implementation requirements Support of educators, parents, community, and school board or other appropriate agency for a school-based preschool diagnostic program is essential. The project may be adopted by a school district, a local school, a preschool, a Head Start project, or an adult education program. A special site for the Center is useful but not essential. Ongoing communication and cooperation between parents, kindergarten teachers, and program staff (school nurse, psychologist or child-development specialist, and speech/language specialist) are essential to program effectiveness.

financial requirements Based on 200 preschoolers and their parents, start-up costs average $53 per child using only within-district staff and $60 per child using supplemental testing staff. Both figures include assessment, personnel inservice, program test materials, and clerical assistance. Child Development Center Dissemination Kits (including Parent Handbook, Teacher Manual, Child Development Articles book, and Master Sheet Portfolio) cost $100.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and at additional demonstration sites in the home state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (costs to be negotiated). Training is also conducted at adopter site (costs to be negotiated).

contact Helen Reichman, Project Director; The Child Development Center; Lark View School; 17200 Pinehurst Ln.; Huntington Beach, CA 92647. (714) 848-8407 or 964-3229.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-21 Approved: 5/23/79

Compiled Summer 1980

PROJECT CHILD-PARENT CENTERS ACTIVITY (CPC)

descriptors Kindergarten, Language Development, Parent Education, Preschool Education, Readiness, Reading Readiness

target audience Approved by JDRP for educationally deprived pupils, preschool to grade 3, from low-income families. This program now operates only for preschool and kindergarten.

description *An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.*

The Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for preschool and kindergarten children. Supplementary and support services are provided by school nurses, licensed practical nurses, health aides, social workers, speech therapists, counselors, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

evidence of effectiveness Data obtained from the Metropolitan Reading Readiness Test administered at the end of kindergarten indicated that 82% of the children were ready to read as compared with 69% of the average population. Currently, data are collected from the Comprehensive Test of Basic Skills, Level A.

implementation requirements Smallest adopting unit is a preschool-kindergarten classroom enrolling 40 children. A parent room is required and should include stove or hotplate, refrigerator, sewing machine, work area, and study area. Staffing: two teachers. The parent-resource teacher may be part-time if only one classroom is involved. The parent program may be adapted/adopted in conjunction with the adopting district's existing programs.

financial requirements Instructional materials, $100 per child. Materials for parent component, approximately $2,300.

services available No special network funding supports this project's dissemination efforts. Services available through Title IV-C funding are provided on request. Awareness materials are available. Visitors are welcome by appointment. Training is available at project site. Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Velma Thomas, Director, or Dorothy Kellberg, Administrator; Child-Parent Centers; Chicago Board of Education; Room 1150; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4585 or -4590.

Developmental Funding: USOE ESEA Title I JDRP No. 74-31 Approved: 4/29/74

Compiled Summer 1980

PROJECT

CLINCH-POWELL EDUCATIONAL COOPERATIVE: Home-Based Early Childhood Education Program

descriptors

Home Instruction, Parent Education, Preschool Education

target audience

Approved by JDRP for three- and four-year-old children and their parents. It has also been used with children from birth to age 3, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A home-based early childhood education program using parents as the primary teachers of their own children.

This program, operated in four county school systems, consists of an integrated three-phase approach to early learning. The curriculum component has three elements. The first is designed for use by parents in the home. A weekly publication, the four-page Parent Guide contains a one-page descriptive text on some topic of interest -- child development, health and nutrition, parenting, the role of social services -- and three pages of suggested activities for every day of the week to be performed by parent and child. The second element is a summary of Parent Guide contents which goes to the teacher, while the third element of the curriculum component is addressed to the home visitor and coordinates activities prescribed by the Parent Guide with the weekly visitation. The home visitation component is conducted by home visitors who visit the homes of each child enrolled in the program once a week. Tailored to the needs of each individual child, these visits last approximately one hour. During these visits, the home visitor delivers the Parent Guide and helps prepare the parent to teach the child by explaining the curriculum materials and, when needed, by demonstrating each suggested daily educational activity. The home visitor also lends toys, books, and other child-centered materials to parents as needed. The classroom component, under the direction of a teacher certificated in early childhood education, makes use of a paraprofessional aide and parent volunteers. The teacher and aide travel to selected locations and spend one half-day per week teaching 10-15 local children. Sessions last between two and three hours, and offer the children an opportunity to socialize and learn in a group situation. In areas where facilities are available, the classroom sessions are conducted at stationary facilities.

An intensive three-week preservice program for the entire staff was initiated prior to beginning the program. Thereafter, a full day each week was devoted to inservice training for project staff to exchange ideas and review cooperatively the next week's activities. At the sites where the project was first implemented the four systems are currently operating programs at a level greater than when the project began. Their efforts have been extended to home-based preschool handicapped programs.

evidence of effectiveness

Tests used: Peabody Picture Vocabulary Test, Metropolitan Readiness Test. Children who participated in the program had superior scores in pretest/posttest comparisons. Follow-up showed gains made by program children still evident in elementary school. Parents' attitudes were also positively affected by the program.

implementation requirements

Salaries for staff (project director, teacher(s), and five home visitors per teacher). Classroom space for group sessions with children and parents. Curriculum materials. Travel for home visitors. One week on-site training attended by adopting site staff. Two days of follow-up training at adopting site. Smallest unit that could use program is one classroom teacher.

financial requirements

Program costs averaged $500 per child for an operational year. Curriculum materials produced by the staff are available at cost (write for price list). Most curriculum materials can be made by parents and volunteers.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted in Knoxville, Tennessee (adopter pays only its own costs). Follow-up technical assistance is available by telephone and mail. On-site follow-up is available to adopters if all expenses are paid.

contact

William W. Locke, Executive Director, or Frank W. Skinnell, Project Director; Clinch-Powell Educational Cooperative; P.O. Box 279; Tazewell, TN 37879. (615) 626-4677.

Developmental Funding: USOE ESEA Title III JDRP No. 77-108 Approved: 2/25/77

Compiled Summer 1980

PROJECT COGNITIVELY ORIENTED PRESCHOOL CURRICULUM

descriptors Art, Aurally Handicapped, Communication Skills, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Preschool Education, Problem Solving, Special Education, Speech Handicapped, Visually Handicapped

target audience Approved by JDRP for preschool children of all abilities.

description *A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.*

The Cognitively Oriented Preschool Curriculum is an open framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concepts; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials.

The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

evidence of effectiveness Program children demonstrated significant gains on the McCarthy Scales in the areas of verbal, quantitative, general cognitive, memory, and perceptual development, as well as in problem-solving skills and social skills (as measured by classroom observation).

implementation requirements The model can be used by an individual classroom. Inservice training for the classroom teaching team is required.

financial requirements The approximate cost per child for the initial year of implementation is $171 for personnel training, $55 for materials, and $23 for trainer travel. Total cost for the second and subsequent years is $48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

services available An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

contact Michael L. Hanes, Director; Preschool Education Department; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48197. (313) 485-2000.

Developmental Funding: USOE BEH JDRP No. 79-9 Approved: 3/28/79

Compiled Summer 1980

PROJECT COMMUNICATION PROGRAMS

descriptors Communication Skills, Kindergarten, Learning Disabilities, Preschool Education, Special Education, Speech Handicapped

target audience Approved by JDRP for children ages birth to 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

description *A program to help young children who have a variety of communication and language handicaps.*

The Communication Programs serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and Communication Disorders Specialists (CDSs) in classroom management of communication behaviors. It also provides experience in team decision making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data taken during classroom activities provide supplementary information that is used in the planning of management strategies. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in every activity of the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The classrooms are staffed by teachers and Communication Disorders Specialists who work together. Teachers provide the basic programs that give the children opportunities to acquire and practice developmentally appropriate skills. In addition, they manage the day's activities so as to encourage communicative interaction and to provide opportunities for children to practice new language behaviors. The CDS assists the teacher in developing strategies to promote communication and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team and are involved in the entire process from the time the first goals are established. They are invited to observe regularly and are involved in the home programs when appropriate.

(Communication Programs and Programs for Children with Down Syndrome were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle.)

evidence of effectiveness Range of monthly gains in months for project students, 1973-74 -- Peabody Picture Vocabulary Test: 1.18-1.50; Sequenced Inventory of Communication and Language Development/Receptive Section: 1.30-1.36; SICLD/Expressive Section: 1.67-2.05.

implementation requirements The essential components needed to implement the Communications Model are a teacher and a CDS speech-language clinician. Ordinary school materials and room arrangements are used. Developmentally ordered assessment tools are needed to document child progress. Training can be provided at the project site or at the Experimental Education Unit.

financial requirements Local costs include salaries for qualified teacher and CDS, equipment, supplies, building maintenance, and transportation typical of any quality program.

services available An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available. Visitors are welcome. Inservice sessions can be arranged on request (costs to be arranged). Training is conducted at the project site (adopter site must partially subsidize trainer costs as well as cover its own costs). Training is conducted out of state (expenses must be paid). Project staff can attend out-of-state conferences (expenses are covered).

contact Rebecca F. DuBose, Director; Model Preschool Center for Handicapped Children; Experimental Education Unit; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE BEH JDRP No. 75-64a Approved: 9/3/75

Compiled Summer 1980

PROJECT COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH RESOURCE CENTER

descriptors Kindergarten, Language Arts, Mathematics, Primary Education, Reading

target audience Approved by JDRP for income-eligible children, grades K-3, and their families.

description *A public school K-3 program.*

The primary programmatic goals of Community School 77 Bronx Behavior Analysis Follow Through, developed in cooperation with the University of Kansas Behavior Analysis staff, are grade-level performance in reading, mathematics, handwriting, and spelling. The instructional program, which provides structured early childhood basic skills development, emphasizes three key components: instructional procedures and curricula that allow for close and systematic monitoring of children's academic progress to ensure grade-level achievement by the end of the school year; positive reinforcement and motivational techniques that facilitate the maintenance of a warm, approving classroom environment; and a rotating 40-day cycle training parents to teach to ensure their influence on classroom aims and practices. Policy formation on the parent level takes place in a Parent Policy Advisory Council, which, in conjunction with the efforts of school personnel, creates an environment suited to reversing the history of academic failure among low-income children. Other critical factors contributing to academic progress are frequent classroom planning sessions and intensive staff training activities. Provision is made for supporting health, nutrition, and social services through the assignment of staff, ensuring a comprehensive approach to the total development of each child.

evidence of effectiveness Results of testing with the Wide Range Achievement Test showed that the average achievement gain for all pupils during the C.S. 77 Bronx Behavior Analysis Follow Through experience was approximately one year per year of instruction.

implementation requirements Appropriate staffing (professional and/or paraprofessional, parent volunteer) is needed for small-group instruction (three adults optimum, two manageable, working with three or four groups of children). Provision can be made for team planning and staff-development personnel (assistant to principal, teacher trainer, etc.). Comprehensive health and social services can be provided through utilization of school/community resources.

financial requirements Costs include staff training time and classroom management manuals. Additional classroom personnel can include one paraprofessional aide, one parent aide, or both. Costs for staff training and parent participation may be met by redirection of current resources.

services available A Follow Through Resource Center.

Awareness materials are available at no cost. Interested parents, teachers, and administrators are welcome to visit C.S. 77 Bronx BAFTRC. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site. Training is also available at adopter site. Individualized curricula targeted for end-of-year grade-level achievement are commercially available. Staff training, classroom management, and monitoring procedures are described in manuals that are free to adopters.

contact Ruth Khelseau, Coordinator, or Louise Cooper Sneed, Resource Center Manager; Community School 77 Bronx Follow Through Resource Center; 1250 Ward Ave.; Bronx, NY 10472. (212) 893-8991 or -9855.

Developmental Funding: USOE Follow Through JDRP No. 77-135 Approved: 8/24/77

Compiled Summer 1980

PROJECT A COMPREHENSIVE PROGRAM FOR HANDICAPPED PRESCHOOL CHILDREN AND THEIR FAMILIES IN RURAL AND NON-URBAN AREAS

descriptors Home Instruction, Multiply Handicapped, Parent Education, Preschool Education, Rural Schools, Screening Tests, Special Education

target audience Approved by JDRP for multicategorically handicapped preschool children, birth to age 6, and their families.

description *A comprehensive preschool program providing for maximal growth and development of handicapped preschool children and their families in rural areas.*

The program consists of four components on a continuum from prevention to intervention. On the prevention end of the continuum is The Magic Kingdom: A Preschool Screening Program, which identifies children age 3-1/2 through 6 who require more intensive follow-up evaluation and which maintains cost effectiveness through extensive parent involvement. Next on the continuum is Parents and Children Together (PACT), a parent education program that provides prevention and early intervention activities. In PACT, parent facilitators are recruited and parent groups are formed. These groups meet in members' homes to discuss prepared written packets concerning behavior management and social-emotional, speech and language, motor, and cognitive development. Stimulating to Potential (STP) begins the intervention end of the continuum, providing in-home education services to handicapped preschool children. Children enrolled in STP are seen weekly by a home teacher, who develops individual education plans (IEPs) for the children and trains the parents to implement these plans. Guidance and instruction from the home teacher are provided to parents while they implement the IEPs with their own children. The Therapeutic Evaluation and Treatment Center (TETC) provides the most intensive intervention of the four components. In this classroom program, IEPs are developed for each child and implemented by a multidisciplinary staff, with parents observing and participating. In both TETC and STP, observational data collection procedures are used to monitor implementation and to make program updates and revisions as needed.

evidence of effectiveness Effectiveness of The Magic Kingdom was demonstrated through correlation of results with results from Metropolitan Readiness Test; of PACT, through pre/posttesting of cognitive gains by parents, parent effectiveness, attendance, and projects; of STP, through pre/posttesting of children in developmental areas with Alpern-Boll Developmental Profile, which showed average gains of .98 to 1.41 months per month of enrollment; of TETC, through pre/posttesting of children in developmental areas with project-developed instrument, which showed average gains of 1.2 to 1.7 months per month of enrollment.

implementation requirements For implementation of The Magic Kingdom: two days of training for one paraprofessional; for PACT: two to three days of training for one professional (a paraprofessional can replicate PACT but generally requires four to five days of training); for STP: five days of training for two professionals; for TETC: five to 15 days of training, depending on experience and background, for three professionals.

financial requirements Average costs: $4 per child for Magic Kingdom; $30 per family for PACT (including travel and equipment, excluding space); $1,215 per family per year for STP; $1,331 per child per year for TETC (including staff, materials, utilities, space, and travel).

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment. Workshops, speakers, and training in all four exemplary program components as well as follow-up services after training are available at project site and adopter site. Costs are negotiable.

contact William F. Hoehle II, Director of Children's Services; Southeast Mental Health and Retardation Center; 108 S. Eighth St.; Fargo, ND 5[illegible]3. (701) 237-4513, ext. 350.

Developmental Funding: USOE BEH JDRP No. 79-35 Approved: 11/7/79

Compiled Summer 1980

PROJECT COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project)

descriptors

Cerebral Palsy, Mainstreaming, Preschool Education, Special Education

target audience

Approved by JDRP for children three years of age or younger possessing a primary disability of moderate to severe neuromotor handicap with physical impairment of severe dimensions limiting motor activity, and the professionals who serve them.

description

A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

Children admitted to the Cerebral Palsy Project exhibit feeding, speech, and/or language problems. The children receive a panorama of services, including physical therapy, nutrition, psychological therapy, speech pathology, occupational therapy, special education, social service, and medical service. The primary focus of project activities is on two instructional programs, the Pre-Speech Program and the Language Stimulation Program. Parents take an active part in their children's therapy programs, and they are involved through individual and group conferences with the project social worker.

To date, 69 agencies in the following states are replicating components of the program: Alabama, Arizona, Arkansas, California, Illinois, Iowa, Maryland, Michigan, Minnesota, Montana, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Tennessee, Texas, Washington, Wisconsin. Replicating agencies include school systems, rehabilitation centers, and hospitals serving children ages birth to three years. Three-member teams from each agency are trained in a six-day Fundamental Guidelines Course, and speech pathologists are trained in the use of the Pre-Speech Assessment Scale, which has been specially developed through this project.

evidence of effectiveness

Pre- and posttest data were analyzed using the Bzoch-League Receptive-Expressive Emergent Language Scale, Mecham Verbal Language and Development Scale, Pre-School Language Scale, and Peabody Picture Vocabulary Test. The mean number of months gained on three of five instruments approaches that expected in normal growth (12 months gain over 12 months). Data were collected for three years during demonstration project.

implementation requirements

A full-time speech pathologist, a physical therapist, and one other professional are required to attend a six-day workshop. The speech pathologist returns for a course in the Pre-Speech Assessment Scale. The adopting agency must reproduce at least one aspect of the project (Pre-Speech Program, Language Stimulation Program, or Parent Participation Program) within the given structure of that agency's operation. Evaluative tools and treatment guidelines of the project must be implemented within each program aspect replicated. A minimum of three staff members is required on the replication team.

financial requirements

The three full-time professionals on the team must be allowed paid time off to attend a six-day workshop; the speech therapist must attend an additional workshop. Adopting agencies must pay general tuition fee, travel expenses, room and board for each professional attending. A materials list is available upon request.

services available

A BEH Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Project staff can attend out-of-state conferences (expenses are covered). Training is conducted at the project site for confirmed adopters (project staff expenses must be partially subsidized). A follow-up technical assistance site visit is made to each adopter.

contact

Rona Alexander; Demmer-Kiwanis Children's Division; Curative Rehabilitation Center; 9001 W. Watertown Plank Rd.; Wauwatosa, WI 53226. (414) 259-1414.

Developmental Funding: USOE BEH

JDRP No. 75-62 Approved: 9/3/75

Compiled Summer 1980

PROJECT COPE: Cognitively Oriented Pre-Primary Experience

descriptors Kindergarten, Learning Disabilities, Mainstreaming, Preschool Education, Special Education

target audience Approved by JDRP for preprimary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families, including those with developmental lags and learning disabilities.

description *A comprehensive sequentially programmed preprimary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.*

COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with preprimary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual, language, and socioemotional growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction, as well as in free-inquiry situations.

The curriculum consists of two volumes: the Developmental Area contains levels in perceptual-motor, conceptual-language, and socio-emotional development; the Achievement Area contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials but come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situation.

evidence of effectiveness In data collected from 1972-75, participating children demonstrated an average gain of 2.98 months per month of attendance as measured on the Slosson Intelligence Test, equivalent to about three times the normal rate of growth. Comparable gains were shown in testing for language development and socioemotional development.

implementation requirements Program may be implemented in individual classrooms, a single school, or a district. Any teacher wishing to implement program and management system must attend a two-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

financial requirements One set (two volumes) of COPE curriculum required per classroom at cost of $50 per set. Wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials and filmstrip overview available at no cost. Project staff available for awareness presentations at out-of-state conferences and requested sites. Visitors always welcome at demonstration sites. Training and implementation services offered at project or adopter site. The recipient state or LEA pays all or part of D/D travel and per diem. At present, COPE curriculum materials can be obtained only by attendance at a training workshop.

contact Mary Alice Felleisen, Training Coordinator; Project COPE; Research for Better Schools; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300, ext. 319.

Developmental Funding: USOE ESEA Title III JDRP No. 75-49 Approved: 5/16/75

Compiled Summer 1980

PROJECT DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT

descriptors Class Management, Kindergarten, Performance Based Education, Preschool Education, Primary Education

target audience Approved by JDRP for pre-kindergarten through third grade. This program has been used in other settings (rural, suburban, and urban areas), in regular classrooms, and for remediation, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A performance-objective, individualized curriculum based on developmental norms, providing a management system for individualization and leading to proficiency in the basic skills.*

The Dale Avenue Project provides an ongoing needs assessment and skeletal curriculum for children in pre-kindergarten through third grade in 10 areas: listening, naming, observing, speaking, writing and motor skills, perceptual motor skills, encoding/decoding, math, classification, and seriation.

Constructed from a base of a sequential, developmental, skill-oriented array of performance objectives, this program provides a pre- and posttest mechanism, a minimal curriculum, and a device for grouping, individualizing, record keeping, parent reporting, and summarizing the year's skill mastery.

Students on any ability level profit from instruction in the program. At pretesting, the developmental level of each student is assessed in every one of the 10 areas. Students begin wherever they are and progress at their own rate. Students' progress through the Performance Objectives is reported to parents at parent-teacher conferences.

The Dale Avenue Project supports a wide variety of teaching styles, but room arrangement should allow for flexible grouping and continuous regrouping. Much of the teaching is accomplished through games and learning stations, which utilize individual or small-group instruction; peer-group teaching is encouraged. A new publication, 100 Sequential Skill Stations, provides the teacher with instructions for making 100 learning stations keyed to specific performance objectives.

The program can incorporate a unique 45-minute reading program that homogeneously groups children having specific needs with classroom teachers, aides, or special-area teachers.

Parent participation is encouraged at the understanding level; parents are trained to act as classroom tutors and to help with materials construction.

evidence of effectiveness Evaluation data show that participants in the Dale Avenue program make gains in I.Q. that bring mean of group to national norm by end of kindergarten. These gains are maintained through fifth grade. The participants in the program are at national norm in reading and math by first grade, and mean of group is still at or above national norm by fourth grade.

implementation requirements Decision to adopt should be made jointly by administrators, teachers, and parents. All staff involved in implementation should participate in training, which requires between two and one-half and five days. Adopter designates one person to act as program monitor during the first two years of implementation. Implementation requires at least two years: the program is placed in kindergarten and first grade during the first year and in second and third grade during the second year.

financial requirements Costs of program replication are basically those of staff training and follow-up monitoring. After the initial start-up investment of $36 per classroom teacher for materials and the cost of staff training, program maintenance should not require an increase in the current operating expenses of most districts. Other materials that enhance the program are usually found in an early childhood classroom.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost of postage. Visitors are welcome at observation sites (East-Side Elementary School, Hearne, Texas, and Evergreen School District, Metamora, Ohio) by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted at adopter site (cost to be negotiated). During the first year, trainer returns for at least two support monitoring visits (expenses must be paid).

contact Helen B. Hanson, Dale Avenue Disseminator-Trainer; 319 Washington Street Mall; Cape May, NJ 08204. (609) 884-2092.

Developmental Funding: USOE ESEA Title III JDRP No. 13 Approved: 4/16/73

Compiled Summer 1980

PROJECT DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project

descriptors Behavior Problems, Family Life Education, Preschool Education, Self Concept, Teacher Education

target audience Approved by JDRP for small groups of children age 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children age 2-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.*

Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one specific adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as "good" parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

(Developmental Play [DP], Child Study Center [CSC], and Positive Alternatives to Student Suspensions [PASS], all described in this catalog, are affiliate projects of the Pupil Personnel Services Demonstration Project, St. Petersburg, Florida.)

evidence of effectiveness Children participating in the DP program one hour per week for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

implementation requirements Internship training for people with backgrounds in psychology, social work, early childhood education. Follow-up visits to sites. Follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes, grades K-3, by using the circle time activities. It is primarily a training program that requires intensive training for the adult leaders.

financial requirements When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one half-day per week to the program.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

contact Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 Approved: 12/6/74

Compiled Summer 1980

PROJECT EARLY CHILDHOOD EDUCATION -- ALL DAY KINDERGARTEN

descriptors Kindergarten, Language Development, Perceptual Development, Readiness

target audience Approved by JDRP for kindergarten children.

description *A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.*

Teachers complete skills observation checklists for each child. These data, along with Boehm Test results, are used to group students for work with the Sullivan Reading Readiness materials on language and concept development. Six headphone units and one central console in each classroom facilitate individual or small-group work. Perceptual skills are sharpened through use of manipulative materials. Inservice for teachers and aides is continuous, requiring approximately one half-day per month.

evidence of effectiveness Two main comparisons were made: with national norms and with half-day kindergartens. The Boehm Test of Basic Concepts and the Metropolitan Reading Readiness Test were used. Gains from September to February showed an average increase from the 23rd to the 61st Normal Curve Equivalency (NCE), which is equivalent to a 60 percentile point gain (from 10 to 70).

implementation requirements Some method of screening is required to determine which children have the greatest educational need for a full-day experience. Use of standardized tests facilitates the collection of achievement data. Care should be used in the selection of teachers and aides. Administrative support and continual inservice are essential. The project may operate in a single classroom or in a selected number of schools.

financial requirements Current pupil program costs based on 300 participants during 1979-80 were $2,900 per child: approximately $1,650 from Title I plus an additional $800 from local funds. Essential materials used and approximate cost: Sullivan Reading Readiness, $300; Lippincott, Readiness for Learning Clinic, $60; Frostig, Move/Grow/Learn, $10. Equipment: cassette recorder, $85; listening unit, $85. A wide variety of teacher-developed and commercially available materials is also used.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Jane F. Pope, Project Director; Early Childhood Education -- All Day Kindergarten; Cincinnati Public Schools; 230 E. Ninth St., Cincinnati, OH 45202. (513) 369-4720.

Developmental Funding: USOE ESEA Title I JDRP No. 74-16 Approved: 2/26/74

Compiled Summer 1980

PROJECT EARLY PREVENTION OF SCHOOL FAILURE

descriptors

Bilingual Education, Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Screening Tests, Special Education, Speech Handicapped

target audience

Approved by JDRP as a screening and curriculum program appropriate for children age 4-6.

description

A program designed to prevent school failure in children age 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

The goal of the nationally validated Early Prevention of School Failure program is achieved by successful accomplishment of the following objectives: screening all kindergarten and/or first grade children to identify their skill development in the modalities of language development, fine and gross motor, and auditory and visual perception necessary for success in formal reading and writing curricula; providing professional training for teachers so that they may acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.); providing special education services for children identified as having moderate or severe learning problems; providing management guidelines that include parent volunteers and learning center concepts for greater individualization in the learning environment.

In addition to using educational strategies already found successful, a teacher should provide 20-30 minutes of small-group and/or individualized activities daily (based upon screening results and utilizing EPSF management system) for all pupils.

Early Prevention of School Failure program materials include screening instruments, classroom management guides, classroom activity guides, and parent materials.

(Early Prevention of School Failure and Early Prevention of School Failure Migrant Program were both developed by the Peotone School District 207-U in Peotone, Illinois.)

evidence of effectiveness

Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains, proving that early identification prevents failure when children are screened and given a systematic educational follow-up.

implementation requirements

A team of at least four (including kindergarten and/or first grade teachers, special education teacher and psychologist, speech teacher, and an administrator) is involved in a two-day leadership training workshop to become competent in utilizing screening instruments, staffing, educational planning, and management systems. Involvement of parents is encouraged. Follow-up by project site determines effectiveness along with growth as shown on the pre/post-testing data.

financial requirements

Cost of a two-day leadership training session at project site and/or local school site for school district team (minimum of four persons). One set of curriculum guides and screening materials, $100 per set for each team involved in leadership training. Cost of substitutes for a one-day follow-up inservice training for adopter team.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials for interested adopters are available, as are a two-day leadership training session, curriculum materials based upon screening results, screening instruments, and a follow-up by project site.

contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title III JDRP No. 74-46 Approved: 5/14-15/74

Compiled Summer 1980

PROJECT EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH

descriptors

Kindergarten, Language Arts, Mathematics, Primary Education, Reading

target audience

Approved by JDRP for grades K-3. The program was developed for educationally and economically disadvantaged students. It has been used in other settings with students from a variety of geographic, ethnic, and socioeconomic backgrounds, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A comprehensive early childhood program for students, grades K-3.

Components of the East St. Louis Follow Through program are instructional, staff development, health, and parental involvement. The primary emphasis is on the instructional components. The core of the instructional program is the Direct Instruction (Distar) curriculum materials in reading, mathematics, and language. Daily programmed learning tasks require immediate oral responses and must be mastered before advancement to higher levels of difficulty. Follow Through teaching strategies are applied to supplementary classroom materials.

Continuous monitoring of the system is provided by observation, videotaping of classroom performances, and a continuous testing program. Students are divided into groups, with a maximum of 10 pupils in low-performing groups.

The program is governed by a Parent Advisory Council which makes recommendations pertaining to all phases of the program. The three independent programs were developed in conjunction with Becker-Englemann from the University of Oregon. An adopter may implement the reading, mathematics, or language program in early childhood classes.

evidence of effectiveness

Students in the Follow Through Direct Instruction Program score significantly higher on achievement tests in the basic skills areas of reading, language, and mathematics than students from similar backgrounds not in the program. By the end of the third grade, pupils enrolled in the Distar model perform at or near national norms on standardized achievement tests (California Achievement Test, Metropolitan Readiness, Gates-MacGinitie Reading Test, and Wide Range Achievement Test).

implementation requirements

A potential adopter should involve administrators, teachers, and parents in the selection process. The three instructional programs are correlated but independent. Training requires three to five days for all three programs. Continuous communication and monitoring of the adopting site are required. Monitoring services required depend on the number of program components adopted.

financial requirements

Costs involved are materials, staff training, and monitoring. Start-up cost for a class of 30: approximately $300 for one program, approximately $1000 for all three. Maintenance cost of one program for a class of 30: approximately $200 a year. Additional staff may be required if all three programs are adopted. Adopters must purchase the instructional programs. The commercial materials are readily available.

services available

A Follow Through Resource Center.

Awareness materials are available at no cost. Awareness sessions are provided on request at no cost to interested districts. Visitors are always welcome. Preservice training, inservice training, and monitoring of classroom progress are available at no cost to adopters.

contact

Geraldine H. Jenkins, Director, or Gretta Jenkins, Resource Director; Project Follow Through; East St. Louis Board of Education; 1500 Kansas Ave.; East St. Louis, IL 62201. (618) 274-2838.

Developmental Funding: USOE Follow Through JDRP No. 77-144 Approved: 9/6/77

Compiled Summer 1980

PROJECT FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Program)

descriptors Aurally Handicapped, Emotionally Disturbed, Home Instruction, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Preschool Education, Special Education, Speech Handicapped, Visually Handicapped

target audience Approved by JDRP for children age 4-5 -- mainstreaming, special education, Title I -- and their parents.

description *A program that prepares the parent to be the child's first and most significant teacher.*

A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture in early childhood/family education. Beginning at Seton Hall with four-year-olds and their parents, the program has expanded to include sites at all elementary schools in the district. This activity is funded by Adult Vocational Education, Community Education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their four-year-old children in preschool activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction. They participate in a discussion group, facilitated by a parent educator, in which they receive support and information. In this supportive, caring environment, they learn how to be with their child as they teach. They choose home-activity kits designed to promote parent-child interaction and growth in basic skill areas, based on a validated assessment of the child's skills.

(Funds were provided by two private foundations to begin development and implementation of a new program in the fall of 1977 serving parents and children 0-4 years of age.)

evidence of effectiveness Evidence of cognitive growth of the child is clear. The evaluation design measures the number of skills participants have when entering and leaving the program. Of 22 skills assessed, participants possessed over 25% more than comparison group. Parents indicated gains in personal development, parent-child relationships, their roles as parents and teachers, their ability to use the community as a learning resource, and their partnership with schools to their childrens' profit.

implementation requirements Adoption may be total or partial (to be negotiated). Staff: a parent educator and a teacher or teacher assistant. This staff can be part- or full-time, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) Facilities: a room for parent discussion group and an early childhood room. Many sites use a kindergarten room after school hours. Training: a two- or three-day workshop.

financial requirements Materials: a guide to establishing and directing the program, $25; Parent Handbook, $8; In-Center Learning Stations, $6; Children's Room Curriculum, $6; Parent Discussion-Group Curriculum, $6; At-Home Activity Kits, $30; supplemental at-home activity kits, $22. (All available only to adopters.) Equipment: for learning stations, $300; one set of Activity Kits, $260. Staffing: professional parent educator, part-time; professional or nonprofessional teacher assistant, part-time.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings (costs to be negotiated). Two-day training workshops are available at project site six times yearly. Two-day training workshops can be conducted at adopter site (costs to be negotiated). Follow-up technical assistance can be provided by telephone or visit to adopter site.

contact Elaine McCormick Wray, Program Director; District #742 Community Schools; Seton Hall; 1204 7th Street South; St. Cloud, MN 56301. (612) 253-5828.

Developmental Funding: USOE ESEA Title III JDRP No. 75-48 Approved: 5/15/75

Compiled Summer 1980

PROJECT FOLLOW THROUGH -- PORTAGEVILLE UNIT

descriptors Arithmetic, Kindergarten, Language Arts, Primary Education, Reading

target audience Approved by JDRP for grades K-3.

description *A highly structured behavior modification approach to primary education.*

This project has as its major goal the provision of a broadly enriched environment for poor children, both at school and in the home, including a full range of services in the areas that affect children's lives. Within the classroom, the Behavior Analysis Approach of the University of Kansas is implemented. The objectives of this approach are: to facilitate the child's mastery of basic skills, particularly in reading, arithmetic, and language, through the establishment of a "token economy" within classrooms; to train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement; to train instructional staff in the use of curriculum materials so that each child is enabled to work at his/her own level; and to train parents to work as paid staff in classrooms so they will have the opportunity to influence their children's education.

evidence of effectiveness This project was included in the national sample taken by Stanford Research Institute (SRI) to evaluate the Follow Through Research Program. Kindergarten children scored distinctly above the median on national norms. Second grade students scored slightly below the national norm in Total Reading, which placed them among the four highest projects in the SRI national sample.

implementation requirements A model application of this program requires the presence of four adults in each classroom: a teacher, an assistant teacher, a permanent aide (parent), and a semester aide (parent). This can be modified to suit a budget. Teachers new to the program, assistant teachers, and aides need to undergo a three-day inservice training period. The program was originally implemented K-3, but would serve well for K-6 if financially feasible. A normal classroom is the only space requirement.

financial requirements Per-pupil cost was about $722 in the 1978-79 school year.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. No training is conducted out of state. Project staff cannot attend out-of-state conferences.

contact Blaine Martin; Follow Through -- Portageville Unit; New Madrid County School District;
P.O. Box 280; Portageville, MO 63873. (314) 379-3612.

Developmental Funding: USOE Follow Through JDRP No. 25a Approved: 4/4-5/73

Compiled Summer 1980

PROJECT PROJECT HOME BASE

descriptors

Home Instruction, Parent Education, Preschool Education

target audience

Approved by JDRP for parents and their children, ages eight months through four years. This program has also been used by parents and their children, ages 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program for "helping parents teach their own."

Project Home Base is founded on the belief that parents are the child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential.

The central feature of the project is a weekly home visit by a paraprofessional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the needs of the parent and child. The parents then work with the child on that task during the week. The task primarily uses home-found or readily accessible materials.

As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 10 identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected; consequently the child will be better prepared to learn, becoming a more efficient and more effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics related to child development and parenting skills -- behavior patterns, discipline, self-concept, child health and nutrition -- are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

Possible adaptations of Home Base include: using the home visit teaching-to-parent component with other programs such as handicapped, bilingual, Indian, or day-care; serving families with Head Start, kindergarten and primary-school age target children; and using teachers, counselors, or social workers as parent-educators (home visitors).

evidence of effectiveness

Principal project objectives were consistently met. On the Caldwell Preschool Inventory (1972), Home Base children fell in the 89th national percentile (mean score 48.2), while non-Home Base children fell in the 57th (mean score 40). Home Base children completed 92.5% of the tasks taught them by parents. Home Base parents increased their use of the 10 desirable teaching behaviors (as measured by a locally constructed directed observation instrument).

implementation requirements

As the core of this project the home visit/parent teaching component must remain intact in any adoption. Adoption requires a three-day training program, preferably on-site. A three-day workshop in the home visit/task delivery system is recommended. Administrators are encouraged to participate in training.

financial requirements

Yearly operational cost is about $240 per learner (learners include parents and children), the largest percentage going for salaries. Overhead can be kept to a minimum if unused classrooms are used for staff offices and local auditoriums for large-group meetings. Start-up costs depend on local conditions.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome from October to May by appointment. Training may be conducted at adopter site (expenses must be paid).

contact Carol A. Jackson, Director, or Darlene Montz, Diffusion Coordinator; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave.; Yakima, WA 98902. (509) 575-3295.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-10 Approved: 1/21/75

Compiled Summer 1980

PROJECT INDIANAPOLIS FOLLOW THROUGH PROJECT

descriptors Kindergarten, Language Arts, Mathematics, Primary Education, Reading

target audience Approved by JDRP for low-income children, grades K-3, in racially mixed inner-city schools, parents of low-income children, and certified teachers working in low-income neighborhood schools. This program can be used in other socioeconomic settings to accommodate diversity of children's interests and abilities, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program using the behavior analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling.*

The Indianapolis Follow Through (I-FT) program was developed in 1969 through a cooperative effort by the Indianapolis Public Schools, the staffs and parents at Public School #26, PS #27, and PS #56, and the Behavior Analysis sponsor at the University of Kansas. The main purpose of the Indianapolis Follow Through project is to teach basic skills in reading, arithmetic, handwriting, and spelling to children K-3. Teaching teams composed of a certified lead teacher, a teacher's aide, and one, two, or three parent aides conduct small-group instructional sessions during the school day. Kindergarten and first-grade classrooms are run on a "token economy," i.e., children earn tokens during instructional periods and later exchange them for whatever items they choose (and can afford) from a "menu" of teacher-prepared special activities. In grade 2 and 3 classrooms, children make daily work contracts with teachers in each subject area. By the terms of the contract, a child agrees to complete an individually prescribed assignment to earn a period of free time for a self-selected activity. Individualized curriculum materials are used in the classrooms. The teaching teams monitor each child's advancement toward a year-end book and page target in reading and arithmetic by keeping progress graphs.

Parents of I-FT children are encouraged to apply for classroom positions as teacher's or parent aides. Prospective members of teaching teams participate in one or more weeks of training in a demonstration classroom staffed by an experienced team. Before assignment to a teaching team, trainees must have demonstrated criterion levels of proficiency in behavior analysis instructional methods. Once given a classroom placement, trainees may be certified as "Behavior Analysis Teachers," provided they meet certain teaching performance standards over a period of weeks and provided their students show specified rates of academic progress for four consecutive weeks. A staff trainer visits each classroom at least once a week to conduct observations and offer guidance with particular classroom problems.

evidence of effectiveness Testing with standardized achievement tests (including WRAT, CAT, and MAT) since 1969 indicates at or above grade level performance in reading, arithmetic, and spelling for all continuously enrolled I-FT children. I-FT children significantly outperformed inner-city comparison children. Replication has proven successful across eight years of implementation. Consumer satisfaction surveys for students, parents, and staff indicate "satisfied" or "very satisfied" clients.

implementation requirements Potential adopters interested in fully implementing the program must be prepared to offer small-group, individualized classroom instruction; have their teachers participate in a training program at the I-FT resource center and cooperate in follow-up implementation monitoring by consultants from the I-FT resource center; and submit periodic progress reports on the children's academic work to the I-FT resource center.

financial requirements Costs of replicating the program are basically those of staffing, staff training, and follow-up monitoring.

services available A Follow Through Resource Center.

Descriptive program materials are available. Program orientation workshops, including direct observation of I-FT classrooms in operation and consultation with resource center director about implementation options and costs, are available. Comprehensive in-classroom training at I-FT resource center is given. Posttraining technical assistance and ongoing evaluation for personnel at replication sites are provided.

contact Jessie Chumley-Jones, Project Director, Indianapolis Follow Through; 901 N. Carrollton Ave., Indianapolis, IN 46202. (317) 266-4127.

Developmental Funding: USOE Follow Through JDRP No. 77-120 Approved: 3/17/77

Compiled Summer 1980

PROJECT KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center

descriptors

Arithmetic, Kindergarten, Language Arts, Mathematics, Primary Education, Reading

target audience

Approved by JDRP for low-income inner-city children in grades K-3 and their parents.

description

An individualized K-3 basic skills program with built-in motivation.

The Kansas City Follow Through program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continuous mastery of these skills through third grade. Classrooms are staffed with at least one aide, enabling children to receive small-group and individualized instruction.

A token reinforcement system is used to motivate kindergarten and first-grade students to work up to their maximum achievement levels. The school day is divided into "earn" and "spend" periods. During earns, or instructional periods, the children are given tokens for attention to and improvement of their work. Later in the day, the children spend the tokens by selecting one from a number of teacher-prepared activities.

Second- and third-grade students make daily work contracts with their teachers. By the terms of the contracts, each child agrees to complete assignments in all subject areas in return for a period of free time in which to engage in a self-selected activity.

Inservice training is provided for all teachers and aides. It is designed to meet the needs of individual children. Training includes identifying, clarifying, and implementing instructional objectives as determined by program evaluation. Training extends to the implementation of a motivational system and the use of appropriate teaching techniques.

evidence of effectiveness

Data from pre- and posttesting with the Comprehensive Test of Basic Skills, the Stanford Achievement Test, the Iowa Test of Basic Skills, and the Metropolitan Achievement Test show that Kansas City Follow Through Students scored significantly higher than comparison groups from the same geographic location and socioeconomic level. On the average, Kansas City Follow Through children scored at or above the national norm.

implementation requirements

Program may be adopted by any school regardless of location or population served. Adoption requires a joint decision by administrators and teachers. Training is required for all staff members involved in implementation. One person at the adopting site should be designated as coordinator/liaison with the Kansas City Follow Through Resource Center. Adopters begin program implementation at kindergarten level.

financial requirements

Costs of instructional materials and training manuals are minimal. Program replication costs are basically for staffing.

services available

A Follow Through Resource Center.

Training for staff of adopting sites is available at no cost. Training and monitoring services by Kansas City Resource Center staff are available at no cost.

contact Mattie G. Story, Project Director; 1600 E. Linwood Blvd., Kansas City, MO 64109. (816) 923-2290.

Developmental Funding: USOE Follow Through JDRP No. 77-130 Approved: 8/22/77

Compiled Summer 1980

PROJECT MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project

descriptors Home Instruction, Language Development, Preschool Education

target audience Approved by JDRP for two-year-olds at risk for educational disadvantage.

description *A voluntary home-based program for preventing educational disadvantage in children two to four years old by enhancing parent-child interaction.*

MCHP/VIP's theory is that cognitive and socioemotional growth is fostered by the preschooler and mother's exchanging language (symbols for events and concepts) around interesting, conceptually rich materials. "Mother" may be any adult who has a primary, nurturing relationship with the child. Goals are to increase mother's positive interactive behavior, aid child's cognitive-socioemotional growth, and prevent school problems.

The program is based in the child's home, with twice-weekly, half-hour Home Sessions over two school years; the child's starting age is two. The number of sessions is geared to the mother's needs, with a maximum of 46 per year. Home visitors ("Toy Demonstrators") model techniques for the mother from a structured curriculum and involve the mother and child together in play. Materials consist of 12 books and 11 toys, given to the child each year in weekly installments. There is a Guide Sheet for each. The Guide Sheet is intended for the Toy Demonstrator, but it may also be used by the mother. All Guide Sheets list the same core concepts (e.g., colors, shapes) and related behaviors (e.g., matching, imagining), but examples of each from the related book or toy are given to encourage the adult to devise more examples of her own. The books and toys (chosen on 37 specific criteria, of high quality, and commercially available) and the Guide Sheets are progressively more complex. Toy Demonstrators are women, paid or volunteer. They need no work experience or education beyond high school. They learn their program skills from a college-degreed program coordinator in an initial eight-session training workshop, which is followed by weekly meetings and individual conferences.

Unique program features are the explicitly detailed two-year method; the structured yet flexible curriculum; the permanent gifts of quality curriculum materials; and specific techniques to guard against the program's possible intrusiveness (home visitors are trained not to teach or counsel).

evidence of effectiveness Rigorous research, 1965-78, with low-income minority families. 1978 postprogram group surpassed controls in maternal interactive behavior on VIP's "MIB" (267 to 157) and in child Binet I.Q. (107 to 101). Third grade: program group surpassed comparison on WRAT subtests (reading, 100 to 89; arithmetic, 102 to 91). Acceptance: 85-100%. Visits failed: 15%. Generalizability: 29 certified out-of-VIP replications, 1969-78, including two funded by Title I.

implementation requirements Staff consists of coordinator with college degree to supervise one paid or volunteer Toy Demonstrator per 15 mother-child dyads. Coordinator trained at D/D site. Adopter agrees to follow standards and methods of D/D, with minor variations for local adaptation, and to provide coordinator with office space for conferences and supplies, telephone, and part-time secretary. School districts, single schools, or other service organizations (family service agencies or mental health clinics), alone or in cooperation with a school system, may adopt.

financial requirements Based on 60 dyads (30 in start-up year), D/D per-unit cost for first two years is $143 (staff training by D/D, 23%; overhead, 7%; books and toys, 70%); salaries not included. After first two years, per-unit cost is $113 (staff training by D/D, 3%; overhead, 9%; books and toys, 88%). Additional costs: D/D's occasional long-distance telephone calls to adopter, and four visits to adopter site during the first two years.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

contact Naomi Feldheim, Director, Demonstration Center, or Phyllis Levenstein, Executive Director; Verbal Interaction Project; SUNY at Stony Brook; 5 Broadway; Freeport, NY 11520. (516) 868-7770.

Developmental Funding: HEW: Children's Bur., (Ofc. of Human Devel.), Nat'l. Inst. of Mental Health, Nat'l. Ctr. for Ed. Comm. (USOE)

JDRP No. 78-165 Approved: 11/27/78

Compiled Summer 1980

PROJECT MECCA: Make Every Child Capable of Achieving

descriptors Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

target audience Approved by JDRP for kindergarten and first grade.

description *An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.*

In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides daily observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think carefully about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

evidence of effectiveness Extensive evaluation since 1973-74 by an outside evaluator demonstrates that children with potential learning problems receiving the MECCA program of early intervention show significant differences on standardized measures of readiness compared with children in alternate treatment and control groups. On standardized tests, 70% of the MECCA children evidence average or above-average performance in readiness skills at the end of kindergarten.

implementation requirements The program requires a minimum of one classroom teacher, one part-time aide, and 30 minutes per class session (per day or half-day) from a special education teacher. The program can be adopted by a single class or all K-1 classes in a district. Teachers must be willing to individualize teaching and share space and responsibilities with aide and special education teacher/consultant.

financial requirements Start-up and maintenance costs: approximately $40 per pupil. Reduction in total cost occurs as fewer pupils in upper grades require special education services.

services available No special network funding supports this project's dissemination efforts. Awareness and curriculum materials are available. Visitors are welcome on school days.

contact Helen Paris; Meriden Public Schools; Main Street South; Meriden, CT 06450. (203) 235-6359.

Developmental Funding: USOE BEH Title VI-G JDRP No. 77-111 Approved: 3/23/77

Compiled Summer 1980

PROJECT NORTHERN CHEYENNE FOLLOW THROUGH PROJECT

descriptors American Indians, Kindergarten, Mathematics, Primary Education, Reading

target audience Approved by JDRP for grades K-3.

description *An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teacher's aides.*

The Northern Cheyenne Follow Through Project focuses on the basic skills of reading, math, and handwriting. It utilizes six concepts: token delivery or contract system for motivation; individualization; programmed curricula; progress monitoring; staff training and career development; and parent involvement.

A unique feature of the project is the use of traditional native activities as reinforcement for appropriate social and academic progress. Thus, culturally relevant motivators are used to sustain efforts in basic skills areas.

The utilization of parents as classroom teacher's aides has provided an opportunity for active parent and community involvement. The parents also serve as advisors in making policy decisions concerning the project. With the use of programmed materials and effective progress monitoring, children are progressing at a rate that enables them to work at a level comparable to their respective grade levels.

evidence of effectiveness On WRAT Arithmetic Scale (1969), 62% of grade 1 Follow Through children scored at or above grade level. Comparison group: 24% (grade 2) at or above; 22% (grade 3) at or above.

implementation requirements Decision to adopt must be jointly considered by all school personnel in coordination with parents. Orientation and training for implementation should occur at all stages for all involved. Potential adopters should assign one monitor person to be responsible for communication and gathering of information and establish a parent or community advisory board for planning. Start-up requires training materials for staff development; these are not required for maintenance. Program implementation requires at least two years. The project begins in kindergarten and first grade, then advances to the second and third grade.

financial requirements The costs of replication are basically those of staff training and teacher's aides.

services available A Follow Through Resource Center.

Awareness materials are available, with printed brochures available for dissemination. On-site visits allow prospective clients to inspect project classrooms as well as to view slide presentations of all components of the project.

contact George Bement, Director; Northern Cheyenne Follow Through Project; Lame Deer, MT 59043. (406) 477-6350.

Developmental Funding: USOE Follow Through JDRP No. 77-151 Approved: 9/9/77

Compiled Summer 1980

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PROJECT OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: Learning Through Literature

descriptors

Health Education, Kindergarten, Language Arts, Primary Education, Reading

target audience

Approved by JDRP for grades K-2. This program is applicable to other grade levels, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary approach for students in grades K-2 utilizing a literature-centered curriculum.

The Learning Through Literature model emphasizes the writing process and has as its overall goal children becoming authors. Reading comprehension and oral language skills provide entry into the writing process. Nutrition education is built into the curriculum through literature selections.

Units of work are organized under a central theme. All possible subject areas are integrated through the theme, with concentration on language development activities.

The literature program supplements the existing basal reading program; it replaces the basal reader only in gifted and talented classrooms, where children have mastered decoding skills.

Learning Through Literature utilizes the library for literature selections. "Books" written by the children are used for additional reading material.

evidence of effectiveness

Evaluation data show that Follow Through students, when compared to children not in the program, receive significantly higher scores in reading.

implementation requirements

Adopter designates one person, preferably a reading resource teacher or librarian, to coordinate books, materials, and nutritional activities. One- or two-day training is required. Follow-up training six months after implementation is available if necessary or desired. Project supplies training and curriculum materials for use during first year of implementation at cost of postage only. Initial training and monthly inservice is based on this set of 10 publications. In following years, adopter staff develop curriculum materials of their own with assistance from the Resource Center.

financial requirements

Trainer's expenses are shared. Adopter incurs cost of staff development. Optional costs include nutrition equipment and additional books for library or classroom.

services available

A Follow Through Resource Center.

Awareness materials are available at no cost. A filmstrip-tape is available on loan to individual schools. Visitors are welcome from October to April by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated). Follow-up technical assistance is available by telephone and mail.

contact

Marilyn M. Jones, Resource Center Coordinator, Oakland Unified School District Follow Through Program; Resource Center, 1011 Union St.; Oakland, CA 94607. (415) 465-5073.

Developmental Funding: USOE Follow Through JDRP No. 77-150 Approved: 9/9/77

Compiled Summer 1980

PROJECT

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

descriptors

Aurally Handicapped, Emotionally Disturbed, Home Instruction, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Preschool Education, Special Education, Speech Handicapped, Visually Handicapped

target audience

Approved by JDRP as a program for four-year-olds, including those with special problems. This program has been used in other settings with three-year-olds and their parents, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school.

The overall objective of the district-wide programs is to increase each child's chances for success in school, with a particular concern for locating, testing, and treating children with special problems. We test children, beginning at age three, then provide the specialist staff for weekly home-teaching follow-up with child and parents on any problem that could interfere with later learning. When our children are four, we provide a comprehensive program -- called Saturday School -- which not only is still home-based and parent-child centered but brings child and parent to school. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. An additional number receive short-term attention. The second component is a three-hour school "day" on Saturdays that mainstreams even the most severely handicapped. Four-year-olds rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Seventy-eight percent of the parents teach once every six weeks. The third component is weekly one-hour home teaching visits including two or three neighboring children and their parents. Children with special problems are visited each week by a teacher-specialist. The fourth component consists of home teaching throughout the week by parents, who receive a weekly home activity guide suggesting learning "games." Two additional features make Saturday School unique. Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Second, Saturday School makes staff development a continuous process: teachers and teacher-specialists meet one week before school starts plus two half-days each week during the school year to plan, confer, and receive training.

evidence of effectiveness

Average gains of all Saturday School students: 16 months in intellectual growth (Slosson Intelligence Test); 15 months in language development (Merrill Language Test); 12 months in visual-motor skills (Beery Test of Visual-Motor Integration). Follow-up studies show Saturday School children now in sixth grade score higher on achievement tests than children with and without preschool experience. Children in Title I areas score significantly higher on kindergarten achievement tests.

implementation requirements

Program may be adopted totally or in part. Staff training is conducted in three-day institutes at developer site. Program may be adapted by an individual school or entire district, in a rural or urban setting. It is easily adapted for Title I funding. Program requires a commitment to work with parents. Adapters should also develop means of evaluating school year gains of children (but may use different tests). Project materials may be used by adapting schools.

financial requirements

Saturday School's average cost (1979-80): $425 per child (enrollment, 700). Materials average an additional $10 per child. Program uses otherwise vacant kindergarten classrooms on Saturdays and available materials found in classrooms. Program started with half-time teacher and specialist staff, 20 hours per week; staff now full-time. Some consultative staff are needed, but available school district personnel and community resources may be used.

services available

No special network funding supports this project's dissemination efforts.

Awareness brochure and materials list are available. Visitors are welcome by appointment.

contact

Marion M. Wilson, Director; Early Education; Ferguson-Florissant School District; 655 January Ave., Ferguson, MO 63135. (314) 595-2354 or -2355.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-47 Approved: 5/23/74

Compiled Summer 1980

PROJECT PARENT READINESS EDUCATION PROJECT (PREP)

descriptors Family Life Education, Parent Education, Preschool Education

target audience Approved by JDRP for preschool children with developmental delays and for parents and high school seniors.

description *An early-intervention project for academically high-risk preschool children in which parents attend classes to learn to become effective change agents for their own children and high school students learn preparenting skills while working with children.*

PREP is appropriate for special education, Head Start, and Title I programs. The goals of PREP are to identify preschool children with potential learning problems and develop a plan of remediation, to teach parents how to develop the skills necessary for academic achievement in these children and to teach child development and management techniques, and to train high school students for more effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 52 families. The model has been successfully adopted in inner-city, suburban, and rural areas and in diverse socioeconomic areas throughout the United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors, and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

All children are tested in the fall of the year prior to entering kindergarten. Based upon indications of potential learning problems and parental willingness to participate, 48 children are selected. Priority is given to children with younger siblings. The children attend PREP one morning a week in groups of 12. Activities that the parent and child do together at home are the key to skill development. Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are emphasized in the classroom and home curriculum. One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Parents also meet in a group to discuss topics related to raising and nurturing children. Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self-concepts during the second semester. The high school students also attend weekly seminars and receive course credit in child development. Topics such as the origins of behavior and responsibilities of parenthood are discussed.

evidence of effectiveness Participants made great gains in school-readiness areas. Mean scores from the Caldwell Cooperative Preschool Inventory, administered 1972-74: pretest, 24.35; posttest, 49.92. Control mean: pretest, 24.95; posttest, 40.20. Results are significant at .01 level. Parents had excellent attendance, reporting that their parenting styles evolved toward promoting cognitive growth and positive self-concepts in their children.

implementation requirements Staffing to reach 52 families requires two teachers (can be .6 time), one part-time secretary, and one part-time aide. Training sessions last three days. A large classroom equipped for young children, an observation room, and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

financial requirements Staff (all can be part-time): two teachers, one secretary, one aide. Cost of equipping preschool classroom, $1,200; observation room, $1,000; PREP manuals, $25; parent library, $500; curriculum materials, $800.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Some project-developed materials are available for purchase at nominal cost. Project manauals are available to adopting schools. Training is given at project or adopter site. Follow-up services and consultations are provided. Visits to projects are encouraged. Information sessions are held at frequent intervals. Staff are available for presentations. Cost arrangements will be negotiated and can be shared.

contact Diane K. Bert, Project Director; Redford Union School District; 18499 Beech Daly Rd.; Detroit, MI 48240. (313) 535-2000, ext. 201 or 202.

Developmental Funding: USOE ESEA Title III   JDRP No. 74-51   Approved: 5/9/74

Compiled Summer 1985

PROJECT PERCEPTION+

descriptors Communication Skills, Kindergarten, Perceptual Development, Primary Education, Readiness Programs

target audience Approved by JDRP for kindergarten (Level I) and first grade (Level II). This program has been used with other grade levels, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A prerequisite to any formal learning discipline.*

PERCEPTION+ addresses the student's ability to learn and it is based on the premise that learning can be learned as a skill. PERCEPTION+ is not a reading, writing, or arithmetic program; it prepares students to learn to read, write, and do arithmetic. It is not a remedial program, but it is being used for remediation. It is designed to be introduced at the kindergarten level, but it is being used effectively from preschool to junior high.

PERCEPTION+ is perceiving: seeing what is looked at, hearing what is listened to, feeling what is touched. These are fundamental requisites for learning, the foundation for the "basics," and they are attainable through the 15-minute PERCEPTION+ lessons, given three times a week throughout the school year. An entire class, not just those identified as having perceptual deficiency, participates as a group. The teacher offers experiences, and the students describe them in their own words. PERCEPTION+ is also processing. Unprocessed information is meaningless and irrelevant. In each lesson of the Level I and II instructional units, PERCEPTION+ students continually process data. They analyze, relate, compare, judge, sequence, decode. They critique and self-correct. They internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, not as an expositor of information. The PERCEPTION+ program provides children with the means for making information meaningful. Finally, PERCEPTION+ is applying: information that has been internalized can be easily and readily applied. Understanding generated in one context can be transferred to new and different contexts without reteaching. The PERCEPTION+ program addresses its activity to the transfer of understanding. Students become sensitive to the interrelatedness of experience. They also come to perceive the subtle differences, the uniqueness of experience. Students who know what they know are willing to investigate that which they don't know. Teachers who know what their students know can determine logically what they have to know. As students apply internalized understanding to new experience, teachers will know what their students know.

evidence of effectiveness Evaluation through pre/posttesting with Knobler Perceptual Development Series and teacher's subjective-response questionnaire showed 100% greater growth for experimental classes in skills tested than for control classes. Teachers consistently report above-average impact on perceptual awareness, communication skills, eye-hand coordination, thinking, and decision making.

implementation requirements In recognition of the unique character of each classroom situation, PERCEPTION+ is a program more to be adapted than adopted. It may be initiated in a single class or district-wide. It requires no special staff or physical arrangements. Teachers can be trained by project staff in two and one-half hours, or they can replicate the program from the teacher's guide and available filmstrip-tape or from the TV presentation on project philosophy, rationale, and methodology.

financial requirements The program can be implemented for as little as $30 (the cost of one instructional kit) by the regular classroom teacher in the regular classroom. There are four instructional kits: Level I (first year), Level II (second year), and Tactual Level I and Tactual Level II as supplements for children with deficiencies. Each kit is $30. These are totally self-contained and nonexpendable and are for use with an entire class regardless of size.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff will, on request, present awareness and/or training sessions to interested educators at the project site or out of state (costs to be arranged). Within limits, staff members will offer subsidized services to districts out of state or will refer them to certified trainers in their areas.

contact Arlene Schor, Director, or Edward Tittel, Project Disseminator; PERCEPTION+; Union Township Board of Education, 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200, ext. 257 or 288.

Developmental Funding: USOE ESEA Title III JDRP No. 74-78 Approved: 6/7/74

Compiled Summer 1980

PROJECT

THE PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children

descriptors

Home Instruction, Parent Education, Preschool Education, Special Education

target audience

Approved by JDRP for handicapped children, mental age 0-6, preschool programs, nonhandicapped Head Start home-based programs.

description

A home-teaching program serving multicategorical handicapped children from birth to six years of age.

The Portage Project is financially supported by 23 local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The program provides a home teacher to each family each week to aid parents in assessing the child's present skill level in five developmental areas, targeting emerging skills; developing skills necessary to teach the child, defining appropriate teaching techniques, and evaluating the child's performance.

The program follows a precision teaching model and is based on the premise that effective parent involvement is the main ingredient in effective, long-term early childhood intervention. During the home visit, the home teacher demonstrates how the parent is to teach the child during the week, and baseline data are recorded. The parents then model the teaching process for the home teacher and a system for recording child performance is determined. Three or four prescriptions are left weekly, and parents teach the child daily and record the child's progress. On the following home visit, the home teacher records post-baseline data on each task that serve as the basis for weekly curriculum modification.

A new aspect of the project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. During the regular home visit session, instruction is provided for the parent as well for as the child.

evidence of effectiveness

As measured by the Cattell Infant Test and Stanford-Binet, children in the project (mean I.Q. 75) gained 15 months in an eight-month period. Another evaluation measure showed that greater gains were made by Portage Project children in mental age and in language, academic, and socialization skills than by children receiving only classroom instruction. The Portage Project has been replicated in approximately 30 sites. All have demonstrated similar gains.

implementation requirements

Three teachers (professional and paraprofessional) and one master teacher (professional) should be employed 100% on the project. Resource personnel should be available to the staff for assessment and curriculum planning. All instruction takes place in the child's home. The only facility necessary is a small office for storing materials and for staff meetings. Initial training consists of four or five days of intensive instruction at the replication site. One or two follow-up visits must be scheduled during the year to assess program effectiveness and evaluate curriculum planning, data collection, and the home teaching process.

financial requirements

Based on a nine and one-half month school year, per-pupil cost averages $650. Start-up cost ranges from $775-$1,600 per child per year (data secured from replication sites).

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Monthly training sessions for potential adopters are provided at project site (adopter pays only its own costs). Project prefers to conduct training at adopter sites (expenses are covered).

contact

David E. Shearer, Project Director, or Neal Schortinghuis, Co-Director; Cooperative Educational Service Agency 12; 412 E. Slifer St.; P.O. Box 564; Portage, WI 53901. (608) 742-5342.

Developmental Funding: USOE BEH

JDRP No. 75-75 Approved: 11/10/75

Compiled Summer 1980

PROJECT PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child -- Title I

descriptors Health Education, Language Development, Preschool Education, Screening Tests

target audience Approved by JDRP for four-year-old children who live in Title I target school attendance areas.

description *A program designed to provide individually prescribed educational activities for disadvantaged children, age 4.*

The project's basic purpose is to diagnose the needs of each child and provide individually prescribed activities to meet those needs. An important feature of the program is the instructional component, supported by parental involvement and health education.

Upon admission to the early childhood program, each child is tested and test results are analyzed to provide data concerning auditory and visual reception, gross and fine motor skills, visual motor integration, and expressive and receptive communication. Using this profile of strengths and weaknesses, the teacher establishes instructional objectives for each child.

Teachers keep individual logs that detail progress through the sequence of objectives developed for each child as well as activities designed to accomplish those objectives. Children with suspected deficiencies in speech and language beyond the scope of planned classroom experiences are referred to the early childhood speech pathologist for intensive therapy.

Total-group experiences, such as cooking, storytime, and field trips, provide opportunities for development of socialization skills and expansion of each child's understanding of the world in which she/he lives. Daily activities, conducted in a warm, accepting environment, are directed toward the development of the whole child -- her/his mental, social, physical, and educational growth.

evidence of effectiveness When compared with a control group, PREDICT-I children (1974-76) showed statistically (.05) significant growth in: cognitive ability as measured by the Slosson Intelligence Test for Children and Adults; concept formation as measured by the Boehm Test of Basic Concepts; and language usage as measured by the Grammatic Closure Subtest of the Illinois Test of Psycholinguistic Ability.

implementation requirements Different adopter plans are possible. Minimum time requirements for adoption include a one-day project-site or adopter-site orientation session, one-day adopter-site follow-up inservice, and one-day adopter-site program evaluation. Project staff expenses will be negotiated with NDN Facilitator and/or adopter site. Adopters schedule the time, place, and participants -- teacher(s), aide(s), special resource persons. Special arrangements can be made to inservice units as small as a single center.

financial requirements Start-up cost for instructional supplies and equipment: $1,000 per center (32 pupils). Maintenance cost for instructional supplies and equipment: $300 per center.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visits to the centers can be scheduled for any Tuesday or Thursday.

contact Arlene Thompson; Cedar Rapids Community Schools; 346 Second Avenue Southwest; Cedar Rapids, IA 52404. (319) 398-2111.

Developmental Funding: USOE ESEA Title I JDRP No. 76-101 Approved: 10/18/76

Compiled Summer 1980

PROJECT PREVENTION OF LEARNING DISABILITIES: An Interdisciplinary Model

descriptors Kindergarten, Learning Disabilities, Mainstreaming, Screening Tests, Special Education

target audience Approved by JDRP for children in grades 1-2. This program has been used in other settings with children in kindergarten and clinically with older children who have neuropsychological deficits, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.*

The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through SEARCH, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. SEARCH taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools.

Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services.

Intervention is based on TEACH, a prescriptive approach which helps to meet the educational needs defined by SEARCH. TEACH tasks are organized into five clusters relating to SEARCH components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. TEACH provides a two-year sequence of activities, with emphasis on accuracy of perception in the first year and on intermodal and pre-reading skills in the second. At the developer site, SEARCH and TEACH were used in a resource room model; replicators have also used the program in classroom and supplementary instruction models.

evidence of effectiveness Project children retested at the end of grade 2 with SEARCH, Wide Range Achievement Test, Woodcock Reading Mastery Tests, and criterion-referenced comprehension tests showed accuracy of perception and reading achievement one-half year to one year greater than control group. Program participants maintained and increased achievement relative to controls in grade 3.

implementation requirements Can be adopted by an individual school or a district. Staffing: one teacher to intervene with 25-30 children; additional staff may be needed to assist in scanning during a two-week period if enrollment is high. Training: initial two-day workshop, with an equivalent of two full days of inservice during the school year. JDRP approval was based on the resource room model but other organization patterns are also in use, including supplemental instruction within mainstreamed classrooms and individualized programming within special education classrooms.

financial requirements Materials for one resource room: SEARCH Kit, $27.90; SEARCH Record Blanks, $9.50 per package of 30; TEACH Manual and Task Cards, $47.50; miscellaneous toys for use with TEACH, approximately $50.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost of duplication. Visitors are welcome by appointment. Two-day training workshop is conducted at the project site (adopter must cover all costs). Training is conducted out of state (Learning Disorders Unit must be reimbursed for project staff time). Statistical consultation, norms, follow-up visits, telephone consultation services are available.

contact Rosa A. Hagin, or Archie A. Silver; Learning Disorders Unit; Department of Psychiatry; New York University Medical Center; 560 First Ave.; New York, NY 10016. (212) 679-3200, ext. 3735, 3736, or 561-4078 or -4079.

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-33 Approved: 9-12-79

Compiled Summer 1980

PROJECT PROGRAMS FOR CHILDREN WITH DOWN SYNDROME

descriptors Children, Downs Syndrome, Mentally Handicapped, Parent Education, Special Education

target audience Approved by JDRP for Down syndrome children, birth to age 6.

description *A program designed to accelerate and maintain developmental gains of children with Down syndrome and other developmental delays, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.*

Children and parents participate in four programs: Infant Learning; Early, Intermediate, and Advanced Preschools; and Kindergarten. The Infant Learning Class provides individualized instruction in early motor, social, and cognitive development for children from birth to 18 months of age. Parent and child come to the center for weekly one-hour sessions. Training is also continued by parents in the home. Early and Intermediate Preschool and Kindergarten parents participate weekly as teacher's aides and data takers to learn techniques for maintaining the child's progress at home. The Developmental Sequence Performance Inventory is used as an assessment tool and guide for setting curriculum objectives. The skills are developmentally sequenced and provide a record of the child's performance and progress.

(The Model Preschool Center for Handicapped Children was initially funded by BEH as a center with training, research, and service components. More recently its funding has been for outreach activities and replication. The Center is affiliated with the Experimental Education Unit for the College of Education and the Child Development and Mental Retardation Center at the University of Washington, Seattle. Both Programs for Children with Down Syndrome and Communication Programs were developed by the Model Preschool Center for Handicapped Children.)

evidence of effectiveness Data from testing with Developmental Sequence Performance Inventory, Denver Developmental Screening Test, Uniform Performance Assessment System, Gesell, Stanford-Binet, Peabody Picture Vocabulary Test, and classroom observation show that children served in the Down Syndrome Programs have met and are maintaining developmental and cognitive objectives.

implementation requirements Program places emphasis on strategies and procedures. Standard preschool equipment and materials are used to facilitate development. Access to support services, technical assistance, and resources in the community is necessary. Parent involvement is required. Data exchange is required.

financial requirements Initial awareness sessions are provided free of charge. Adopter pays for staff training expenses, monitoring, and materials. Costs vary and are negotiable depending upon individual needs and resources.

services available An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Brochures, assessment materials, program planning guides, and specific staff and parent training programs are available at cost. Slides and videotapes are available for rental or purchase. Visitors are welcome by appointment. Project staff may be able to attend out-of-state awareness meetings (expenses are covered). Training is regularly available during summer. Other inservice training can be arranged (costs to be negotiated).

contact Rebecca F. DuBose, Director NDN and HCEEP Projects; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE BEH

JDRP No. 75-64b Approved: 9/3/75

Compiled Summer 1980

PROJECT PROJECT REAL

descriptors Kindergarten, Parent Education, Primary Education, Problem Solving, Reading, Self Concept

target audience Approved by JDRP for elementary schools, especially grades K-3, teachers and teacher assistants, all school staff, and parents.

description *A program providing comprehensive services for low-income children and their families.*

Key elements of Project REAL for adoption/implementation purposes are: a personalized educational program that emphasizes the basic areas of reading, writing, and mathematics/problem solving within an integrated learning process; provision for a variety of parent involvement activities aimed at helping parents become effective educational decision makers, informed educational advocates, direct participants in their children's education, and active learners; and a staff development system that provides for ongoing teacher consultation by district staff in areas of the helping process, decision making, educational process, and program management.

Project REAL uses an instructional model based on the Responsive Education Program developed by Far West Laboratory for Educational Research and Development. Under this program, Responsive Principles and Responsive Process are guidelines for planning and implementing activities in the key elements of classroom instruction, parent involvement, and staff development. The four Responsive Principles form conditions essential to the learning environment. Assets focuses on learners' strengths and interests, Decision Making helps learners become self-directed, Integrated Learning teaches basic skills in practical contexts, and Interaction promotes valuing individual differences and similarities. The Responsive Process provides a systematic set of procedures for planning and implementing learning activity. It helps to make learning objectives, activities, and assessments personally meaningful by stressing the need to gather information about the learner, determine the learner's experience as a basis for program planning, and integrate the activity and apply the knowledge and skills gained to new situations.

The program primarily serves low-income children, although others receive full instructional services. A high percentage of special needs children is served, although the program is not specially targeted for handicapped.

evidence of effectiveness Metropolitan Achievement Test means for 1974 grade 3 Lebanon Follow Through students (with national Follow Through/non-Follow Through means in parentheses): Reading, 57.4 (36.8/42.1); Math Problem Solving, 16.3 (12.7/13.9). Raven's Progressive Matrices, 1974 (Stanford Research Institute): 20.3 (17.7/18.6). Lebanon CTBS scores for 1977 (publisher's national norms in parentheses): Reading, 48.6 (35.2); Math Concepts, 22.7 (12.6); Math Application, 14.0 (9.9).

implementation requirements District goals, programs, curriculum, and philosophy must be compatible with program's goals and principles. Developer and adopter jointly decide on implementation plan that addresses local needs and interests. Training and follow-up consultation are related to implementation plan.

financial requirements Cost of implementation depends on adopter's current staffing patterns and the number of program elements adopted. Release time for staff training constitutes the largest share of the cost.

services available A Follow Through Resource Center.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site. Follow-up consultation and monitoring are available to adopters.

contact Joan Garipay, Project Director, or Bob Scobie, Staff Developer; Project REAL/Follow Through Resource Center; 85C Mechanic St.; Lebanon, NH 03766. (603) 448-3797.

Developmental Funding: USOE Follow Through JDRP No. 77-154 Approved: 9/12/77

Compiled Summer 1980

PROJECT RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER

descriptors Home Instruction, Kindergarten, Language Arts, Mathematics, Parent Education, Primary Education, Reading, Self Concept

target audience Approved by JDRP for children in grades K-3 and their parents.

description *A program teaching parents to establish a home environment that promotes active participation in their children's education and to augment their children's self-esteem and learning abilities.*

The Richmond Follow Through program is based on the active involvement of parents in the education of their children. This concept is founded on the premise that patterns of and motives for academic achievement and personality development in primary grade children (K-3) are largely the result of home-study influences. The Richmond program is designed to provide a systematic means of linking home and school for the ultimate purpose of improving the educational performance of the children involved.

The key element in the Parent Education process is a group of paraprofessionals called Parent Educators. Two are assigned to each Follow Through class. Parent Educators spend approximately 50% of their time as classroom aides, and the remaining time (two days per week) is spent visiting the homes of Follow Through children. The weekly home visit from the Parent Educator is an integral part of the Home Learning Cycle. In simplest terms, this weekly cycle involves an individualized Home Learning Activity (HLA) which is taught by the teacher to the Parent Educator, who teaches the HLA to the parent, who in turn teaches the HLA to the child, thus providing continuous reinforcement of the child's educational achievements. The guiding principle throughout the Home Learning Cycle is a set of 10 basic tenets (Desirable Teaching Behaviors) identified by the sponsor and accepted by Richmond Follow Through as important ingredients in the teaching-learning process. Teachers and parents are encouraged to use open-ended questions, positive reinforcements, and the discovery approach to stimulate and expand the intellectual processes of the learner.

Materials for individualizing instruction are used at each grade level to supplement school district curricula. The project is continuously developing a library of Home Learning Activities consisting of tasks designed to reinforce students' cognitive skills and affective behavior. In 1974-75, a description of the four volume library (language arts, social studies, science, mathematics) was placed in the Educational Reseach Information Clearinghouse (ERIC) system for international distribution.

evidence of effectiveness Mean scores (1976-77) of Follow Through and non-Follow Through students (latter in parentheses). Kindergarten (Metropolitan Readiness Test): pre, 49.41 (50.48); post, 61.74 (53.55). Grade 1 (Metropolitan Readiness Level 2): pre, 46.94 (44.24); post, 62.28 (55.88). Grade 3 (SRA Level 2) reading: pre, 183.88 (167.34); post, 252.67 (200.98); language arts: pre, 189.75 (167.65); post, 244.71 (189.54); math: pre, 177.29 (168.06); post, 247.78 (202.26).

implementation requirements Successful implementation requires at least two days of on-site training.

financial requirements The minimum cost of replicating the parent education program is $100 per child. This includes services of paraprofessionals, training staff, and teaching materials.

services available A Follow Through Resource Center.

Awareness materials are available. Training process packages and curriculum materials are also available.

contact Virgie M. Binford, Project Coordinator; Follow Through Program; 301 N. Ninth St.; Richmond, VA 23219. (804) 730-5341.

Developmental Funding: USOE Follow Through JDRP No. 77-146 Approved: 9/6/77

Compiled Summer 1980

PROJECT
PROJECT STAY: School To Aid Youth

descriptors
Dropout Prevention, Kindergarten, Mathematics, Primary Education, Resource Room Programs, Reading, Screening Tests

target audience
Approved by JDRP for grades 1-3.

description
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

Children enter on screening administered during kindergarten year. They remain in Project STAY for one-half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has found that they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, the Virgin Islands, Australia, and Puerto Rico. Over 6,000 visitors have visited Project STAY.

evidence of effectiveness
Project STAY conducts a yearly evaluation. All students are pre- and posttested on the Stanford Achievement Test and Wide Range Achievement Test. Other tests are administered if needed. Results are available upon request.

implementation requirements
Adopter identifies high-risk kindergarten children to receive special services during first year of school. Inservice staff and first-grade teachers secure materials. Space required is determined by pupil enrollment. Program may be used in one classroom (30 children) or by an entire school district.

financial requirements
Cost of program is approximately $40,000 for a regular elementary school. Actual cost per pupil during three years of federal funding was $612.33. The cost of the program will vary depending upon the components adopted.

services available
No special network funding supports this project's dissemination efforts. Awareness materials (including Project STAY slides) are available. Visitors are welcome by appointment. Training is conducted at the project site and out of state. Project staff can attend some out-of-state conferences.

contact
Pat Ross, Project Director, Project STAY; Moore Public Schools; 400 N. Chestnut; Moore, OK 73160. (405) 794-8282.

Developmental Funding: USOE ESEA Title III

JDRP No. 43 Approved: 4/9/73

Compiled Summer 1980

PROJECT TITLE I ESEA PRESCHOOL

descriptors Kindergarten, Readiness

target audience Approved by JDRP for kindergarten students.

description *An early childhood diagnostic/prescriptive program providing individualized instruction for each child.*

This program provides an open classroom design for kindergarten activities. Measuring and weighing activities, number concept activities, nature observation, book viewing, musical activities, home life simulation, water activities, and flannel board sharing occur in learning centers in each classroom. Intellectual development is stressed. Instruction is divided into the following units: home and school, health and safety, community helpers, the farm, the city, pets, woodland animals, holidays, seasons, the five senses, foods, and our bodies. In addition, children are taught over 100 specific concepts in language, math, and science.

evidence of effectiveness The California Achievement Test, Form C, was administered pre/post in 1977, following JDRP approval. Teacher-made checklists and continuous teacher evaluation are also used. Financial and evaluation data were collected in 1974-75.

implementation requirements No special facilities or equipment are required. Each class of 20 children requires one teacher and at least one aide. Instructional units are independent; some or all may be implemented.

financial requirements Teacher-made materials and the curriculum guide were developed over a period of 10 years. Parent participation manual and curriculum guide are out of print; there are no current plans to reprint.

services available No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. No training is conducted out of state. Project staff can attend out-of-state conferences (expenses must be paid).

contact Bonnie Nicholson; Bessemer City Schools; 412 N. 17th St.; P.O. Box 868; Bessemer, AL 35021. (205) 424-9570.

Developmental Funding: USOE ESEA Title I

JDRP No. 26 Approved: 4/4-5/73

PROJECT TRENTON FOLLOW THROUGH: Behavior Analysis Approach

descriptors Arithmetic, Kindergarten, Language Arts, Primary Education, Reading

target audience Approved by JDRP for students, grades K-3, of all abilities and their parents, especially from low-income families. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A complete program in the basic skills of reading, arithmetic, handwriting, and spelling.*

The Follow Through program uses a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher's aide, and a parent educator, allow for small-group instruction.

Programmed instructional materials are used primarily, because they enable each child to progress at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials recommended for use in the Trenton program have been selected for their capacity to accommodate a continuous-progress monitoring system.

Parents become involved in the Trenton program in two ways: as classroom instructional personnel and as participants in the Policy Advisory Council. Parents are invited to become an integral part of their children's education. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). The rotation of parent educators provides ample opportunity for interested parents to become acquainted and involved with their children's educational experiences. Each parent educator participates in a five-day training sequence. The Policy Advisory Council assists with the planning and operation of program activities and actively participates in the decision-making concerning these activities.

School Nurse Practitioners provide a complete health history, physical assessment, hematology studies, and dental and vision screening, with follow-ups to each child enrolled in the program.

evidence of effectiveness The Trenton program improves academic performance of low-income urban students so that it is at (or near) grade level in reading, arithmetic, and spelling. Data collected annually over nine years indicate a .01 significance level (Wide Range Achievement Test). Annual Consumer Evaluation questionnaires administered to parents and students show a high satisfaction level regarding the program.

implementation requirements Adoption entails a joint decision by administrators, teachers, and parents. All those involved in implementation should participate in training. One adopter staff member is designated the liaison between the project and the adopter site. The project provides follow-up training and feedback at the adopter site. Adoption is possible for a single classroom, but entire schools are preferred. Other options are possible -- all kindergartens in a district, for example. A variety of commercially available materials already found in most classrooms is used.

financial requirements Teacher-student ratio of 1:25, paraprofessional teacher's aide, and one site trainer (adoption site liaison person) are required. Personnel demands can be met by reassignment of existing staff. A training and monitoring contract between the adopter and the project assures proper program implementation. Adopter must maintain a system for continuously monitoring student progress.

services available A Follow Through Resource Center.

Awareness materials are available. Visitors are welcome by appointment. Orientation, observations, and training seminars are available at project site and out of state (if the latter, exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be shared).

contact Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2876.

Developmental Funding: USOE Follow Through JDRP No. 77-139 Approved: 8/26/77

Compiled Summer 1980

PROJECT TULARE FOLLOW THROUGH

descriptors Biculturalism, Bilingual Education, Critical Thinking, Kindergarten, Language Arts, Mathematics, Parent Education, Primary Education, Reading, Self Concept

target audience Approved by JDRP for all students, grades K-3, and their parents.

description *Five separate components promoting children's chances for success in school, with parents as contributing partners in their children's education.*

The Oral Language Development component stresses a flexible, sequential system of instruction leading to improved reading and oral communication skills.

The Concepts and Language component focuses on concept development with kindergarten children and teaches motor, visual, and auditory skills. The focus of Bilingual Kindergarten is similar, but uses both Spanish and English.

The Thinking and Reasoning component is designed to help children become independent problem solvers by developing their problem-solving skills, personality skills, and independent working skills.

The Social Education component promotes the development of multicultural awareness, gives the children an understanding of cultural diversity, and helps them to develop a positive self-image.

The Parent Involvement component includes five activities designed to encourage parents to become involved in their children's education as partners with the school and to help them become more effective parents through participation in parent education sessions.

evidence of effectiveness Results of testing with the Comprehensive Test of Basic Skills for achievement in language, reading, and math for three consecutive school years indicate increasingly greater percentages of K-3 pupils scoring at or above the 50th percentile: 1975, 46%; 1976, 52%; 1977, 55%.

implementation requirements An adoption agreement is required. Adopters must designate one person to implement and supervise the program component(s) adopted. Inservice is required for personnel involved in implementation. Program materials must be purchased.

financial requirements Costs include time and resources necessary for implementation and supervision of program component(s) adopted. Teacher's manuals for Oral Language Development component are available at cost. English Concepts and Language kit, $405.60*; Bilingual Kindergarten kit, $465*. Thinking and Reasoning kit, $200. Social Education kits: year 1, $152*; year 2, $222.40*; year 3, $434.14*. Parent Involvement materials are available at cost. (Figures marked * are publisher's 1980 prices. Other materials are available from project.)

services available A Follow Through Resource Center.

Awareness materials are available. Visitors are welcome by appointment for observations and demonstrations. Sample material packets are available for inspection at project site. Project staff are available for out-of-state awareness presentations. Inservice and follow-up technical assistance are available to adopters.

contact Mike Wenn, Coordinator; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93274. (209) 688-2892.

Developmental Funding: USOE Follow Through JDRP No. 77-127 Approved: 8/19/77

Compiled Summer 1980

PROJECT WATERLOO FOLLOW THROUGH: Individualized Early Learning Program

descriptors Class Management, Kindergarten, Parent Education, Primary Education, Readiness, Reading

target audience Approved by JDRP for children in grades K-3; especially adaptable to low-income students.

description *An individualized sequential program of instruction in readiness skills and reading for students in grades K-3.*

The Waterloo Follow Through project provides a sequenced program of individualized instruction, with emphasis on student self-management skills and classroom management techniques. Active parent participation is stressed.

The instructional program is based on the Individualized Early Learning Program (IELP) sponsored by Learning Research and Development Center (LRDC), University of Pittsburgh. A readiness program (emphasizing basic skills in a hierarchical sequence) includes classification, quantification, and four perceptual areas: visual motor, auditory, general motor, and letters and numerals. An individualized and adaptive reading program for grades 1, 2, and 3 follows the readiness program. Initially, students are introduced to letter sounds and blending skills, with follow-up instruction provided through sequenced taped skills lessons and small-group activities.

Staff training is provided for increasing teacher and teacher-associate skills in diagnosing individual student learning needs, prescribing, record keeping, and organization and management of an individualized classroom setting. The development of instructional materials and teaching strategies which provide a variety of paths for student attainment of objectives is stressed.

A five-week training program is provided for parents to help them gain skills to facilitate student learning at home and in the classroom. Parents receive training through actual classroom experiences as well as through participation in weekly seminars. A home visitation program and planned activities encourage parents to become involved in their child's school.

evidence of effectiveness Results of scores on the 1963 edition of the Metropolitan Readiness Test for children with and without Follow Through treatment have been compared from 1967-76. Follow Through students have progressed from the low-average to the high-normal range. Wide Range Achievement Test scores from 1972-76 show increases of one to two years' growth in reading through fifth grade for Follow Through students when compared to previous non-Follow Through groups. Detailed information is available on request.

implementation requirements The Waterloo Follow Through instructional program can be adopted by a single classroom unit or by several units. The PEP readiness program may be adopted as a separate component. Individualized Reading and/or Parent Involvement may be implemented in conjunction with the PEP program. Pre-adoption training, teacher-associate services, limited special classroom equipment, and construction of individualized learning materials are necessary. Adopter site must provide liaison person. Pre- and posttest data are recommended.

financial requirements Program materials: Readiness, $32 per child for start-up, $10 per child for maintenance. Individualized Reading, $75 per child for start-up, $29 per child for maintenance. Parent involvement: one staff person and approximately $1,000 per year for materials and supplies.

services available A Follow Through Resource Center.

Awareness materials are available at no charge. Visitors are welcome by appointment. Awareness conferences and training services are available at project or adopter site (costs to be arranged). Training manuals and implementation materials are available at cost. No Follow Through funds are available for assisting adopter sites. Waterloo staff can provide information for use in preparing Title IV-C funding requests to cover adoption costs. Field visitations can be made by Waterloo staff (costs to be arranged).

contact Dorothy Winter, Project Director; Follow Through Resource Center Project; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (319) 233-8461 or (800) 553-1775.

Developmental Funding: USOE Follow Through JDRP No. 77-148 Approved: 9/6/77

PROJECT WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER

descriptors Kindergarten, Mathematics, Primary Education, Reading, Team Teaching

target audience Approved by JDRP for students of all abilities, grades K-3, especially for low-income disadvantaged students.

description *A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.*

The Waukegan Behavior Analysis Follow Through program has reversed the trend among low-achievers in grades K-3, through emphasis on the basic skills -- reading, math, spelling, and handwriting. The program promotes active parent participation in their child's education.

The Behavior Analysis Follow Through model used in Waukegan was developed at the University of Kansas. Components of the model are: emphasis on basic skills, positive reinforcement techniques, continuous progress monitoring, and parent involvement.

The program introduces reading, mathematics, spelling, and handwriting at the kindergarten level and emphasizes continued mastery of these skills through the third grade. Programmed instructional materials are used at the project site for reading and spelling because they enable each child to progress at his or her own rate. Other curriculum materials can be used if adapted. A high level of motivation is maintained through use of a token economy or contract system by all members of the teaching staff.

Teachers and assistants are trained in the use of positive motivation techniques. Parents are encouraged to become trained classroom assistants and they are given priority for employment.

evidence of effectiveness This project was included in the national sample selected by the Stanford Research Institute for evaluation of Follow Through programs. Yearly pre/post data have been a part of the University of Kansas evaluation. Children at this site who, prior to the project, were falling progressively below grade level on national achievement tests are now scoring at or above grade level on the Wide Range Achievement Test.

implementation requirements Signed contract clarifies adopter commitment to replication of major program components (emphasis on basic skills, positive reinforcement techniques, continuous progress assessment, use of teaching assistants). Adopters provide at least one teaching assistant per classroom, assume financial commitment, and designate one person as local coordinator. Required training varies with number of components adopted: one to three days of preservice, three to five days of hands-on (inservice) training. School principal must be well enough acquainted with program to monitor progress. Adopter curricula must be compatible with program goals.

financial requirements Cost of implementation varies with number of components adopted, available staff, and existing curriculum materials. Cost drops after first year.

services available A Follow Through Resource Center.

Awareness booklets, brochures, and fact sheets are available at no cost. Awareness filmstrip-cassette is available on loan. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site. Training materials for reading, math, classroom management, and parent involvement are free to adopters. Follow-up and evaluation assistance are available free to adopters.

contact Harry Bowen, Follow Through Director; Waukegan Public Schools; 1201 N. Sheridan Rd.; Waukegan, IL 60085. (312) 336-3100, ext. 418, 419.

Developmental Funding: USOE Follow Through

JDRP No. 77-126 Approved: 8/19/77

Compiled Summer 1980

PROJECT THE WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM [formerly Public School 243/Bank Street College Follow Through Program]

descriptors Kindergarten, Parent Education, Primary Education, Reading, Social Studies

target audience Approved by JDRP for K-3 children of all abilities and their families.

description *A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.*

The program is geared toward preventing early school failure and developing attitudes in the child that enable him/her to maintain his/her academic competencies throughout the school years. There is systematic assessment of all entering children. Diagnostic teaching in the language and reading areas and an integrated curriculum are developed, based on trained observation by staff, standardized tests, and a wide range of analytic tools developed by Bank Street College. A consistent record of skills attainment is maintained. Periodic review and evaluation of the children's progress is made by an interdisciplinary team in cooperation with parents. Emphasis is placed upon understanding each child's strengths, prior learning, competencies, needs, and learning style. The daily instructional program is organized around individual, small- and large-group instruction, and child-initiated activities. With social studies as the core, other curriculum areas are interwoven in study of the child's immediate environment that later extends to the larger environment. A wide variety of materials is used. Classroom and curriculum management are based upon agreed limits, with children participating in discussions and understanding the reasons for decisions. Ongoing workshops and parent-training programs are designed for greater parent understanding and participation. The program maintains a curriculum resource room and a children's ethnic heritage resource room. The Follow Through Program comprehensive team consists of: the school administrators; the project coordinator; the classroom team of teacher and educational assistant; staff nurse; social worker; family assistant; senior school neighborhood worker; and Bank Street College field staff and staff developers, who facilitate the process of adult learning through demonstration, team planning, workshops, and supportive techniques.

On February 1, 1978, the project opened an on-site demonstration/diffusion center.

evidence of effectiveness Standardized tests reveal that a smaller percentage of Follow Through children fall one or more years below grade level relative to expectations on national norms, and that they exceed local norms at grades 3-5. In addition, Follow Through children remain above grade level after the Follow Through program.

implementation requirements Minimum staffing requirements: a classroom teacher, teacher's aide (or volunteer), and personnel to act as staff developer (assistant to principal, teacher trainer, etc.). This team, augmented by parents or a parent program developer, is trained at the Follow Through Resource Center; additional training is given at the adopter site.

financial requirements Training for staff teams. A variety of materials and equipment found in child-centered programs. Commercially published tests and Bank Street College-developed diagnostic tools. A wide range of children's trade books.

services available A Follow Through Resource Center.

Awareness materials are available. Awareness visitations and consultations are offered on a scheduled basis. Services available at project site: observation of demonstration classrooms, training program for staff and parents, consultation staff, partially subsidized costs for released time, resource rooms for workshops and study of program materials. Services available at adopter site: ongoing training and support (costs may have to be partially subsidized), visitations and consultations at Bank Street College (sponsor).

contact June Douglas; Follow Through Program; P.S. 243; 1580 Dean St., Brooklyn, NY 11213.
(212) 773-2850 or -2880.

Developmental Funding: USOE Follow Through JDRP No. 77-156 Approved: 9/12/77

Compiled Summer 1980

SECTION 6

ENVIRONMENTAL EDUCATION/SCIENCE/SOCIAL SCIENCE*

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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT

PROJECT ADVENTURE

descriptors

Elementary Education, Outdoor Education, Physical Education, Problem Solving, Secondary Education, Self Concept, Social Studies

target audience

Approved by JDRP for students of all abilities, grades 6-12. Parts of the program have also been applied in therapeutic and camp settings, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary program involving experience-based learning in academics, along with group problem solving and an alternative physical education program in the out-of-doors.

Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering little opportunity to take responsible action or to test abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy with a humanistic group-process approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is to state the problems and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility, and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together: a physical education program involving initiative games, outdoor activities, and a Ropes Course apparatus that can be constructed by teachers and students, and an academic curriculum component designed to give hands-on experiences and a practical application of the basics. The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept.

The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

The project offers training programs in both academics and physical education to give teachers skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of enthusiastic teachers from a single school attends a five-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process.

Many of this project's adoptions have been in the area of environmental education.

evidence of effectiveness

Evaluation data (1971-72) show that participation in Project Adventure significantly improved students' self-concept and level of achievement motivation as measured by the Tennessee Self-Concept Scale, the Rotter Scale of Internal vs. External Control, and a School Climate Survey. There has been measurable improvement of physical functioning on five of six measures. Students and parents see growing self-confidence and more active participation in school programs as outcomes.

implementation requirements

Attendance at the five-day workshop is essential. Ideally, one or more interested and enthusiastic teachers are trained in the physical education or curriculum workshop or in both. (Both programs can be taught by teachers who are willing to try.) A supportive (or at least a neutral) administration willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling is also required. No special facilities are needed, although the Ropes Course apparatus for the physical education program calls for some open space around playing fields or in a wooded area. No special staffing is required.

financial requirements

The five-day residential teacher-training program costs approximately $225 per teacher, including room, board, and materials; travel costs are not included. For the physical education component, schools should allow a minimum of $2,200 for Ropes Course materials (actual costs vary). For the academic component, costs may include transportation, substitutes, and camping equipment, depending on the curriculum developed.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. A slide-tape presentation can be rented from the project for a nominal fee. Written curricular and evaluation materials are available at cost. Five-day residential training workshops are conducted at the project site. Workshops can be held at out-of-state sites (project staff costs must be paid). Project staff are also available for awareness presentation conferences, and limited implementation follow-up (travel and expenses are shared).

contact

Dick Prouty, Project Adventure; P.O. Box 157; Hamilton, MA 01936. (617) 468-1766.
Alan Sentkowski, Project Adventure Southeast; P.O. Box 5573; Savannah, GA 31404. (912) 234-2651.

Developmental Funding: USOE ESEA Title III JDRP No. 4 Approved: 4/9/73

Compiled Summer 1980

PROJECT

PROJECT CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood

descriptors

Environmental Education, Performance Based Education, Problem Solving, Secondary Education

target audience

Approved by JDRP for students of all ability levels, grades 9-12. This program has been used in other settings in selected middle schools and, with modifications, in high school level special education classes, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary curriculum (science-social science) in environmental education designed to prepare students to examine local environmental problems and understand why citizens must develop an environmental ethic based on sound technological choices.

Project CREATION is a curriculum for high school teachers to use as the basis for a semester- or year-long course in environmental education. The curriculum is divided into four major categories: land use, pollution, urban management, and energy. A student studies one unit in each category during a semester, choosing units of his/her interest. The units available in each category are: land use -- urbanization and zoning, streets and roads, parks and recreation; pollution -- air, water, noise, and rural; urban management -- solid waste, waste water, and population; energy -- gasoline, electricity, nuclear power, coal, and solar.

The curriculum is intended to teach a series of objectives: those universal to all people on the planet, those particular to each of the four broad categories, and those unique to each unit. At the beginning of each unit, a student takes a pretest to assess understanding. The student completes the unit readings/activities, working individually, in a small group, or as part of the larger class. Progress is monitored on the basis of the student's objectives. Since the curriculum is designed around performance levels, students do not move forward in the unit until they demonstrate competence on objectives. When a unit is completed, students are asked to examine real environmental problems in the local community. Often, such problems exist within the school setting itself. Local problems selected for study may be simple, advanced, or open-ended, depending on student ability. A unit posttest measures student growth in terms of cognitive gains. In some districts, various media (slides, videotapes, etc.) have been used to record local problems for examination.

A common problem-solving model is used as a guide for examining local problems, weighted between sociological and purely scientific concerns. The program presents a balanced view of the needs of a technological society and the needs of the environment. Emphasis is placed on an acceptable balance within the framework of an environmental ethic. The program has been successfully adopted/adapted in over 50 high schools located in six states in rural, suburban, and urban settings.

evidence of effectiveness

Three standardized tests were used in a pre/posttest design with CREATION students and control groups: Morehead Environmental Awareness Test (1975-76, 1976-77, 1977-78); Test of Reasoning in Conservation (ETS, 1976-77, 1977-78); and a local instrument (1975-76, 1976-77, 1977-78). CREATION students showed significantly higher cognitive gains on all tests as compared to control groups.

implementation requirements

The curriculum can be implemented as a new course or as a modification of an existing ecology/environmental education course. A one-day workshop introduces teachers to the curriculum design and shows them how to adapt it to their own settings. Districts must pre/posttest students with the evaluation instrument designed for the course, and students must study a minimum of four units per semester. Many adopters have integrated their own classroom activities/exercises with program objectives, showing that CREATION is highly adaptable to individual districts.

financial requirements

There are 15 CREATION units, with support materials. Each unit costs $2.25. (Cost is subject to increase.) Curriculum materials remain in the classroom and can be used by many different classes each day. A classroom of 25 students doing small-group work could rotate 25 units. Schools using all 15 units should estimate costs based on $2.25 per unit. Travel expenses and per diem must be paid for staff who visit an adopter site.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at cost. Visitors are welcome by appointment. Project trainers are available for workshop sessions at project or adopter site and for out-of-state awareness meetings. Costs of services for awareness, training, evaluation, and consultation must be paid by adopters or facilitators. Such costs will be negotiated. CREATION is a member of the Illinois Diffusion Network, with experience in the process of awareness, adoption, workshop, and follow-up.

contact

Barbara A. Barchi, Director, or Jean G. Hauser, Consultant; LaSalle-Peru Township High School; 541 Chartres St.; LaSalle, IL 61301. (815) 223-6596.

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 78-190 Approved: 6/5/78

Compiled Summer 1980

PROJECT CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES: Environmental Studies Center

descriptors Basic Skills, Elementary Education, Environmental Education, Kindergarten, Metric System, Secondary Education

target audience Approved by JDRP for students of all abilities, grades K-8.

description

Sequential, hands-on, field-oriented study of an estuarine ecosystem as representative of the natural system and the effects of human interaction with it.

This comprehensive, teacher-written program for grades K-8 provides progressive investigation of an estuarine ecosystem. Multidisciplinary in approach, it centers on a core of 37 learner-based objectives. Each objective is addressed by one or more instructional units and reinforced by a specific field activity. Each objective is also addressed on identical pre/posttests.

Immediately prior to the once-a-year field trip, the preparatory curriculum materials are used in one to four weeks of classroom preparation (one period per day). These materials include Learning Activity Packages, activities booklets, puzzles, games, and slide-tape programs. Class and teacher then visit the Center for a period of time that varies with grade level (ranging from two hours for kindergarten to two days for grades 5-8). While at the Center and on ensuing field trips to the estuary and ocean beach, each student participates in an active program of investigation, data collection, and/or problem interpretation and solution.

The programs themselves address basic-skills development, organism identification, and environmental concerns. The metric system is used extensively. Vocabulary units are a part of each grade activity. Pre- and posttests measure cognitive gains by objective.

All materials and instruments were developed and refined over a three-year period and subjected to extensive data analysis. More than 5,000 students (the county's entire population of grades K-8) were used as the experimental group. All materials are available at reproduction cost, with duplication rights to the purchaser.

Evaluation data, which were proven significant at a .01 level on a t-test of correlated means, show that learner gains were sizeable at all grade levels. Learner gains were often most dramatic on the lower end of the student spectrum, where motivation for conventional classroom routine is often lacking.

evidence of effectiveness

Teacher-prepared pre/posttests administered over a three-year period to 5,000 students (migrant to ultra-affluent) showed average gains ranging from 12.3 for first grade (high pretest score) to 34 for fourth grade (low pretest score). Item analysis was conducted and tests were twice revised. Split-half reliability coefficient was computed and yielded .76 to .93 (satisfactory to excellent).

implementation requirements

Program may be implemented by a single classroom teacher and 25 students or by any level up to district-wide with special staff. One- or two-day training is required for each grade level. Training is provided on a daily basis at developer site. Training can be arranged at adopter site where 10 or more teachers are to be trained. Majority of adoptions to date have been at classroom or school level; two district-wide adoptions involving more than a dozen schools each have been established. Implementation at elementary level requires minimal investment; middle school requires somewhat more, primarily for field equipment.

financial requirements

One complete set of all curriculum materials (AV units, flash cards, card game, felt-board pieces, etc.) for all nine grades (K-8), $239 (price subject to change with increased costs). Duplication rights come with materials. Individual grade packages range from $12 (kindergarten) to $41 (seventh grade). Individual items are available separately. Staffing depends upon number of grades and students involved.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (adopter must assume all expenses). Technical assistance, including adaptation of project-developed materials to adopter site, is available (expenses must be paid).

contact Project Director; Environmental Studies Center; 2900 N.E. Indian River Dr.; Jensen Beach, FL 33457. (305) 334-1262.

Developmental Funding: USOE ESEA Title III JDRP No. 75-78 Approved: 12/18/75

Compiled Summer 1980

PROJECT PROJECT ECOLogy (Environmental Career-Oriented Learning)

descriptors Career Education, Environmental Education, Primary Education

target audience Approved by JDRP for grade 2 students of all abilities, teachers, curriculum planners, and program managers. This program has been used in other settings with students in grades K-1 and 3-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A project aimed at infusing ecological concepts, career information, and future understandings into basic skills subject matter by utilizing a format that is convenient for teachers to implement.*

The project's goal is to infuse ecology/science concepts, career information, and futures understandings into basic skills subject matter by using a format which is convenient for teachers to implement. Cycles, recycling, food, nutrition, pollution, and careers are all part of the ECOLogy program. The project uses a motivating series of lessons/units/strategies/activities designed by teachers. Each unit is packaged in a format which is used in a classroom over a four-week period, typically for one hour per day. The units are called Environmental Learning Experiences (ELEs), and many of them have supporting Project Activity Kits (PAKs). Six primary, 14 intermediate, and eight secondary units, some of which have supporting Project Activity Kits, are available.

Fifteen of the units have activities that relate specifically to the development of higher-level thinking skills -- analyzing data, identifying trends/patterns/sequences, predicting outcomes, testing outcomes, and exploring open-ended questions. Fourteen of the units have information and activities that relate specifically to career information and career understandings. These materials are coded to understanding jobs, relating basic skills to occupations, entry into the labor force, job availability, relating jobs to personal potential, educational and training opportunities, and job-securing skills. Each ELE is attractively packaged with a picture of the Project Activity Kit, background information, conceptual overview, master material list, and preunit activities and guided lessons. The contents of the unit focus on energy, water, air, solid waste, and noise. The materials are easily adopted by individual classroom teachers.

evidence of effectiveness Analysis of test results showed a significant pupil gain at the .05 level of confidence. The instruments were developed locally to evaluate changes in cognitive knowledge as a result of project intervention and to measure the lower cognitive processes identified in Bloom's taxonomy. The JDRP report is available.

implementation requirements Under system/unit adoption, teachers review project ECOLogy units, a cost worksheet is prepared, the decision to adopt is formalized, and a one-day workshop is scheduled. Cost range: $484 to $7,414, depending on the number and type of units selected. Under teacher adoption, individual teachers order and teach the unit(s) that suit their curriculum, using the pre/posttest format supplied by the project. No workshop is required. Cost range: $3 to $1,200. For a no-cost adoption, adopters select only units that have no supporting PAKs.

financial requirements If the total program is adopted, a district purchases 27 ELEs, 14 PAKs, 24 evaluation packages, supplies to replenish kits, and training and follow-up by project personnel, at a maximum cost of $7,414. Cost of unit adoption starts at $3. A cost worksheet is available upon request.

services available An NDN-funded Developer/Demonstrator project.

Awareness are materials available at no cost. Visitors are welcome by appointment. Project team of nine trainers is available for workshops and out-of-state awareness meetings. Cost of services is negotiable.

contact Bill Guise; Highline School District; 15675 Ambaum Blvd., SW; Seattle, WA 98166. (206) 433-2453.

Developmental Funding: USOE ESEA Title III JDRP No. 75-80a Approved: 12/18/75

Compiled Summer 1980

PROJECT

PROJECT I-C-E (Instruction-Curriculum-Environment)

descriptors

Elementary Education, Environmental Education, Kindergarten, Secondary Education, Values

target audience

Approved by JDRP as a K-12 integrated environmental education program for all teachers in major discipline areas, excluding foreign languages, and for most student ability levels.

description

A concept-based, integrated, interdisciplinary, total K-12 environmental education program.

Project I-C-E offers a total K-12 curriculum and instruction program for environmental education. Its primary goal is to lead students directly or subtly to awareness, appreciation, recognition, and action regarding the vital issues, concerns, and factors shaping environmental attitudes and values.

Twelve major environmental concept categories provide a framework for the program, as well as for each grade level and subject area. The entire program is neither scientifically nor technically oriented; it is based on the assumptions that all teachers can and should teach environmental concepts and that all disciplines (subject areas) must be used to reinforce environmental learning.

Through the use of a supplementary episode (mini-lesson) design, the learning activities may be integrated into traditional courses of study by substitution of content or activity; hence, the program does not make additional instructional demands on teachers. The lessons are referenced as to concept; they have subject-area and topic designations, suggest several alternative student-centered activities based on cognitive and affective objectives and necessary skills, and include suggested reference and instructional resources for teachers. The program emphasizes use of the urban and natural community as an extension of and reinforcement for classroom activities. No special equipment, facilities, or staffing are necessary.

Project curriculum guides and model field-activity units can be adapted and used by individual teachers, groups of teachers, schools, or a K-12 system regardless of locale or circumstances.

Since 1975, I-C-E has accumulated over 90 adoptions/adaptations in 19 states, involving more than 4,000 teachers. A number of the adoptions include total K-12 district staff.

evidence of effectiveness

An evaluation design using project-developed criterion-referenced instruments tested for validity and reliability showed statistically significant student cognitive gains in the 12 major environmental concept categories for sample grades. Gains from pre- to posttest were as follows: grade 2, 5.28; grade 5, 5.14; grade 8, 2.95; grade 11, results were inconclusive. A complete evaluation report is available.

implementation requirements

The adoption/adaptation agreement to implement the I-C-E program requires a minimum of 20 teachers in the district to be trained, or, if less than 20, a total building staff; district/school acquisition of curriculum materials for staff training; a one-day (five-hour) period available for training; local staff commitment to teach a minimum of six of the 12 program concepts; local responsibility for monitoring implementation; evaluation feedback from teachers on lessons and activities via simple monitoring reports; and, when possible, the pre- and posttesting of students at sample grades 2, 5, 8, and 11.

financial requirements

The 39 I-C-E curriculum guides range in price from 75¢ to $3.75. The cost of these materials, together with other program implementation materials, averages approximately $5 per teacher.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Visitors are welcome by appointment. All training is conducted at adopter site (costs to be negotiated). All program curriculum materials are available. I-C-E RMC media materials are available on rental to teachers at adopter sites. Effectiveness of program adoption, with a minimum five months' implementation, may be evaluated with a series of Environmental Cognitive Inventories for sample grades 2, 5, 8, and 11.

contact

Robert J. Warpinski, Director; Project I-C-E; Cooperative Educational Service Agency No. 9;
1927 Main St.; Green Bay, WI 54301. (414) 497-3755.

Developmental Funding: USOE ESEA Title III JDRP No. 75-39 Approved: 5/14/75

Compiled Summer 1980

PROJECT INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

descriptors Legal Education, School Community Programs, Secondary Education, Social Studies

target audience Approved by JDRP for students of all abilities, grades 9-12. Present materials are adaptable to grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A secondary social studies program designed "to turn students on to active citizenship."*

National polls and IPLE tests show that most secondary students have insufficient knowledge or skills to be inclined to assume their political and legal rights and responsibilities. IPLE was funded to design and field-test units giving secondary students knowledge, understanding, and practical experiences in political, governmental, and legal processes. Staff have trained over 400 teachers and work with educators in more than 40 states. With the increasing interest in law-focused education programs and the commitment being made by numerous states to develop effective citizen education courses for students, the IPLE model is particularly timely.

The curriculum, developed initially by the IPLE staff together with teachers and students in eight New Jersey districts, comprises an integrated mixture of innovative printed and audiovisual materials, role playing, simulation games, and practical experience through internships and contact with community leaders. Crucial to the curriculum are the voluntary services of resource people who contribute their expertise. The League of Women Voters and the Bar Association work closely with the project. The three components (focusing on political structures, governmental organization and processes, and law-related concerns) are based on four curriculum guides: Voter Education; Government: the Decision Making Process; Individual Rights; and Fair Trial/Free Press. While there is a logical sequence from one component to another, each is independent and can be offered as a minicourse. Additionally, Juvenile Justice and Law and the Family are two new guides for the legal component. Hundreds of IPLE students in New Jersey and across the country not only acquire political and legal knowledge and develop organizational, leadership, and communication skills but, perhaps more importantly, they successfully use their new abilities to register voters, poll the electorate, intern in local and county offices, and involve themselves constructively in community-based activities.

Instruction stresses a two-fold approach: acquisition of knowledge and skills and participation by students, first in classroom and school activities, then in the actual community, most often in local and state agencies. Field study and internships are vital aspects. No specific instructional approach is required; however, an inquiry-oriented peer-teaching approach is recommended. Approach to Political/Legal Education: An Implementation Guide provides instructional assistance to teachers for program adopters.

evidence of effectiveness In comparison with a control group (1973-74), IPLE students showed substantial gains in both cognitive and affective areas based on pre/post responses to the Test of Political Knowledge ($p < .001$) and the Inclination to Participate Test ($p < .01$). That many students have built upon their IPLE course experiences is demonstrated by their choice of college majors and careers.

implementation requirements An adopting/adapting district agrees to implement IPLE materials and model in a year-long course or in minicourses, have at least one teacher participate in a training workshop, purchase the IPLE teacher curriculum guides, and assume travel and per diem expenses for IPLE personnel to conduct follow-up consultations strengthening the adoption/adaptation. To fully implement IPLE, attendance at a three- to five-day teacher training workshop is recommended. Experience has demonstrated that a stronger program results when administrator, teacher, and student attend together.

financial requirements Major implementation cost is training of teachers. Depending on where workshops are conducted, how trainer(s) expenses are paid, and under what funding auspices workshops are held, costs can be as low as cost of workshop materials, which include one set of all teaching manuals required for a quality adoption, or approximately $55. After initial start-up investment for staff training and materials, program maintenance should not require an increase in operating expenses.

services available An NDN-funded Developer/Demonstrator Project.

Awareness materials are available at no cost. Visitors are welcome at project office and school demonstration sites by appointment. Staff can conduct awareness sessions and training workshops at project site or out of state, but travel and per diem expenses must be reimbursed in full or on a shared basis by adopter or NDN Facilitator. Technical assistance regarding any aspect of law-related/citizen education is also provided.

contact Katherine Wallin, Program Administrator; Institute for Political and Legal Education; Educational Improvement Center South; 207 Delsea Dr. (Rte. 47); RD #4; Box 209; Sewell, NJ 08080. (609) 228-6000.

Developmental Funding: USOE ESEA Title III JDRP No. 74-92 Approved: 9/18/74

Compiled Summer 1980

PROJECT

ISIS: Individualized Science Instructional System Dissemination Project

descriptors

Environmental Education, Health Education, Science Education, Secondary Education

target audience

Approved by JDRP for science students of all abilities, grades 9-12. The program has been used in grades 7-8 and in health, social science, and physical education courses, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An interdisciplinary, modular science program preparing students who do not plan to major in postsecondary science to understand practical, real-world, science-related problems.

The program consists of 52 short, independent minicourses (34 of which currently have JDRP approval). The courses cover a broad range of topics of practical significance; they are intended to help students meet the diverse needs of today's world. Since the minicourses are independent, they can be used separately or grouped to form year-long courses representing the traditional science areas of life science, general science, chemistry, and physics or to form a multidisciplinary course. Individual minicourses cover topics related to health, physical education, ecology, and social science as well as the traditional science areas. An accompanying teacher's manual can assist teachers in arranging their own programs with the desired degree of individualization.

Each minicourse is based on 15-20 learner objectives that were drafted at the beginning of the six-year development period by a panel of science educators, scientists, classroom teachers, parents, and students. A minicourse is normally completed by a student in three to four weeks (15-20 class periods). For every minicourse there is a test in two forms and several minicourses have ancillary items such as cassette tapes, instructional games, atlases, maps, and wall charts. The reading level of the minicourses averages grade 8, as verified by the Fry Readability Graph.

Each minicourse, its accompanying test items, and all ancillary materials were reviewed for their science content at every stage of development and testing by at least two scholars considered to be experts in the content discipline. The materials were also reviewed by a panel from the National Congress of Parents and Teachers, who judged them for bias and appropriate treatment of sensitive issues.

Trial editions and revisions of the minicourses were used by more than 250 teachers with over 25,000 students in 750+ classrooms in 10 states. The schools were in urban, suburban, and rural areas and included a spectrum of racial and socioeconomic populations.

evidence of effectiveness

Thirty-three teachers and 1,468 high school students in seven states participated in the 1977-78 study of effectiveness, using tests developed by ISIS. Compared to control groups, project students demonstrated statistically and educationally significant gains.

implementation requirements

ISIS can be implemented in a variety of ways. A single minicourse can be used by a single student or an entire class to supplement an existing program, or minicourses can be grouped to form a one- to four-year complete science program. The equipment called for in the minicourses is usually available in school science laboratories. A few minicourses can be used outside a laboratory setting. Teachers who use the management manual generally need no more than two days of training to initiate the program.

financial requirements

Costs vary, depending on the minicourses chosen and the quantities requested. Since minicourse activities are usually completed in class, multiple classes can use one set of minicourses. The per-pupil cost for full-year installation compares favorably with single-textbook-based programs. Most ISIS materials are nonconsumable, so recurring costs are minimal.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted at adopter site (expenses must be paid).

contact

Stewart Darrow, Director; ISIS Dissemination Project; ESC, Inc.; P.O. Box 3792; Tallahassee, FL 32304. (904) 386-3176.

Developmental Funding: National Science Foundation JDRP No. 79-11 Approved: 4/17/79

Compiled Summer 1980

PROJECT PROJECT KARE (Knowledgeable Action to Restore our Environment)

descriptors Elementary Education, Environmental Education, Kindergarten, Secondary Education

target audience Approved by JDRP for students of all abilities, grades K-12.

description *An environmental studies approach based on investigating real environmental concerns in local communities using "down-and-dirty" interdisciplinary learning activities.*

Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented interdisciplinary activities. This approach has been adopted in over 400 Local Action Programs conducted in local schools throughout the country. These schools differ significantly in size, demography, and wealth. Programs focus on a variety of environmental problems, including water pollution, community deterioration, and air contamination. Dealing with reality-based problems leads to cognitive development at awareness, transitional, and operational levels. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multischool cooperation develops, since environmental problems ignore sociopolitical demarcations. The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from two to eight classes at various grade levels cooperatively install the approach. In secondary schools, teachers of two or more disciplines are involved. The local school staff should consist of enthusiastic teachers and creative, resourceful administrators willing to work with students in planning and conducting environmental studies activities. In addition, staff should be willing to leave the school building with their students, coordinate community involvement, and carry out curricular change on an incremental basis.

Project KARE has produced a series of 12 curriculum activities guides in environmental studies. KARE has also produced two 16mm color/sound films: "Environmental Studies -- The KARE Approach," and "Urban Studies: Two Ways."

The KARE approach was developed and refined in 75 schools in southeastern Pennsylvania during 1971-75. Selected sites may be visited, and a "Guide for Visitors" is available upon request.

evidence of effectiveness The KARE approach was evaluated during development by ERANDA, Inc. A comprehensive evaluation design measured general and localized cognitive growth, mastered competencies, attitudinal growth, effective learning atmosphere, and behavioral changes. Pre/posttesting data showed student growth both in knowledge and attitude. Control groups were used. Test data are available on request.

implementation requirements Adopters must be willing to attempt curricular change in small, discrete steps. In this process, schools initiate Local Action Programs utilizing activities from KARE Curriculum Guides. School personnel must participate in a three-day training workshop conducted by KARE staff, in which they acquire process skills, prepare plans for Local Action Programs, design evaluation procedures, and receive a set of KARE curriculum materials.

financial requirements Since each adopter school initiates and generates a unique Local Action Program, cost varies considerably. Set of 12 KARE Curriculum Guides costs $65. Schools need not purchase guides to install a Local Action Program. Costs of the required training workshop ($300-$1,800), held at adopter sites, are shared by KARE, NDN Facilitators, and adopters. Trainees may expend an average of $100-$500 local money per school for equipment as they establish their Local Action Programs.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials and sessions are available. Visitors are welcome by appointment. KARE staff conduct training workshops at adopter site only. Since 1975, a total of 81 workshops involving nearly 250 LEAs and over 1,800 participants in 21 states have been conducted. More than 275 awareness sessions have been provided for NDN Facilitators and state agencies. Following training workshops, KARE staff visit each individual school building, consult with participants, and verify adoption.

contact Matthew M. Hickey, Director; Project KARE; Montgomery County Intermediate Unit #23; McGinnis Building; Route 73 and Butler Pike; Blue Bell, PA 19422. (215) 643-7600.

Developmental Funding: USOE ESEA Title III JDRP No. 75-40 Approved: 5/14/75

Compiled Summer 1980

PROJECT LAW IN A CHANGING SOCIETY (LCS)

descriptors Elementary Education, Legal Education, Secondary Education, Social Studies

target audience Approved by JDRP for teachers and their students in grades 5-12. This program has also been used with students in grades K-4, but no evidence of effectiveness has been submitted to or approved by the panel.

description *A social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.*

Curriculum materials complement subjects traditionally taught in social studies classes. A broad range of topics and concepts is addressed in the units in which constitutional issues and the functioning of our legal system predominate. The six organizing generalizations that provide continuity throughout the entire curriculum are as follows: All people have law; law provides for order in human relationships and makes life more predictable. Diversity and conflict are ever present in society; the law and legal system provide a mechanism for balancing conflicting interests. Law evolves as a result of the changing needs and values of the people. Laws and values of a society are interrelated; values are reflected in the laws, and the laws reinforce the values. Law in a democratic society defines the legitimate powers of government and protects the rights of the individuals within the society. The vitality of our democratic system is dependent on the choices made and the responsibilities assumed by each individual.

Curriculum materials are activity-oriented, and legal content provides a natural vehicle for developing skills related to critical thinking and moral reasoning. The strategies used encourage students to respond at higher thinking levels, consider alternatives and consequences, and evaluate both their own and society's solutions to the social, political, economic, and moral issues which have been resolved through judicial questions. Attitude change is brought about by increasing students' knowledge of the legal system's strengths, teaching them ways to participate in the system, and providing opportunities for positive experiences with functionaries in the legal system. The format of the classroom materials makes them easy to use. Each unit contains a detailed teacher's lesson plan, materials for students, and a handbook describing 27 strategies to be used. These materials are supplemented by optional audiovisual materials usually found in school district libraries. An important part of the curriculum is the use of community resources. The local bar association, police department, judiciary, and other legal agencies and groups provide resource speakers and field trip opportunities essential to the program.

evidence of effectiveness Extensive evaluations were conducted with students of teachers using the LCS methods and materials in 1972-73 and 1975-76. Tests developed by teams of independent evaluators assessed knowledge, attitudes toward law, and attitudes toward legal careers questions. Results showed that experimental students outperformed control students in both evaluations.

implementation requirements Numerous options are available to adopting districts. A district may adopt the program at any or all level(s). Teachers implementing the materials should be introduced to the program through one of the models for inservice training, either the videotape model or the three-week seminar model. This training is meant for teachers who will implement the program, trainers who will conduct staff training in the adopting district, or a combination of the two. Each teacher will need a set of classroom units designed for his/her grade level or subject area. A social studies staff person to coordinate the implementation efforts should also be designated.

financial requirements Cost of classroom materials, $10-$18 per set. Major costs are for teacher training. Costs will vary depending on ability of adopting district to provide time for training, number of persons trained, and training model used. If using videotape model, cost is approximately $35 per teacher plus travel costs and consultant fees for workshop consultant. Additional duplicating paper and transparencies and some supplementary audiovisuals may be required.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials, including a description of classroom units and accompanying workshops, are available at no cost. A complete set of training materials and classroom materials is available, and project maintains a resource center where project materials are on display and a videotape of the program in action may be viewed.

contact Lanette Sullivan, Director; Law in a Changing Society; 3700 Ross Ave.; Dallas, TX 75204. (214) 421-0206 or 426-2966.

Developmental Funding: USOE ESEA Titles III and IV-C, U.S. Dept. of Justice (LEAA) JDRP No. 79-28 Approved: 7/10/79

Compiled Summer 1980

PROJECT POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT

descriptors Elementary Education, Environmental Education, Secondary Education, Values

target audience Approved by JDRP for grades 1-6 and junior and senior high science, health, and social studies classes.

description *An interdisciplinary environmental education program focusing on values clarification and decision making.*

The Pollution Control Education Center's program, Priority One: Environment, is a 13-unit interdisciplinary environmental education program for grades 1-12. Values clarification and decision-making activities lead to high student involvement in seeking honest and practical solutions to problems of immediate concern to today's pupils. Each multimedia instructional unit contains comprehensive student and teacher materials. The elementary units cover air and water pollution, solid waste management, recycling, and conservation of ocean and land resources. Four secondary units -- The Energy Challenge, Protecting Our Water Supplies, Air Pollution and Your Health, and Open Lands and Wildlife -- are most often used in the science program. However, they have been designed to be equally effective in social studies and health presentations. Schools interested in interdepartmental cooperative teaching will find these units appropriate.

The entire Priority One: Environment program can be implemented without special staff. Regular classroom teachers receive sufficient help from comprehensive teacher materials. Inservice training is highly recommended but not mandatory.

evidence of effectiveness Criterion-referenced pre/posttests designed by project staff were closely related to the instructional objectives upon which the units were based. Evaluation data have shown significantly increased mastery of program content. On both elementary and secondary units, Priority One students scored significantly higher (at the .01 level) on posttests than the control groups. Pupils learned new concepts that became part of their out-of-school experiences.

implementation requirements Though not mandatory for successful adoption of the Priority One program, staff training is highly recommended. Districts providing inservice training found that a half-day program is successful for either the elementary or secondary program. If staff training is not desired, a thorough review of teacher/student materials should provide sufficient orientation to implement the program. The use of any one unit by one or more teachers is considered an adoption. The secondary level units are not restricted to use in science classes. The program is equally effective when presented in social science and health classes.

financial requirements Costs of elementary units range from $60 to $75. The cost of each of the four secondary units is $59. Each kit contains complete instructional materials for 30 students. Multiclass use of kits is encouraged. Kits are durable, replacement materials minimal.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost to districts and NDN Facilitators. Instructional units are available through the project office. Visitors are welcome to observe the program at the project site by appointment. Project staff are available to conduct awareness and training sessions. Training may be conducted at project site or adopter site.

contact Charles Murphy, Director, or Karen Fuko, Project Disseminator; Priority One: Environment; Pollution Control Education Center; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200.

Developmental Funding. USOE ESEA Title III

JDRP No. 74-[illegible] Approved: 9/18/74
7/23/76

Compiled Summer 1980

PROJECT RELIGION IN HUMAN CULTURE (RIHC)

descriptors Humanities, Religion, Secondary Education, Social Studies

target audience Approved by JDRP for students of all abilities, grades 9-12.

description *A complete program on the major religious traditions of the world for social studies classes, grades 9-12.*

Religion in Human Culture (RIHC) is a semester-length, elective social studies course about religion for high school students. It consists of six instructional units which may be implemented wholly or in part; these include a unit on religious expression and five separate units on the Hindu, Buddhist, Judaic, Christian, and Islamic traditions. RIHC is a program for learning about religions and does not advocate any particular tradition. It is intended to help students acquire greater awareness, understanding, and appreciation for religious diversity and the legitimacy of the various expressions and beliefs. The curriculum content is consistent with United States Supreme Court decisions that public schools shall neither teach nor practice religion but may teach about religion as it affects human history and culture. The overall objectives for the Religion in Human Culture series fall within four categories established by the National Council for the Social Studies Curriculum Guidelines.

Religion in Human Culture exposes students to religious diversity; provides a way to look at religion without making value judgements; develops attitudes of understanding and respect for the beliefs and practices of others; centers on the study of religions as part of the social studies curriculum; furnishes a total teaching package about the major religions of the world; follows an easy-to-use, lesson-by-lesson format; emphasizes inquiry strategies, a developmental process, and substantive content; and presents each tradition from the adherents' point of view.

evidence of effectiveness In comparison with control groups, students enrolled in Religion in Human Culture showed substantial cognitive gains based on pre/posttest scores from a project-developed test collected during 1977-78 and 1978-79 in urban, suburban, and rural communities. Evaluation data are available.

implementation requirements Acquisition of the RIHC materials and their use in a high school classroom for one semester, implementation/teacher training workshop of one to three days, depending on adopter needs, and implementation monitoring or follow-up for one year are required.

financial requirements Complete set of materials for all six curriculum units, $320. For each unit there is a teacher guide, a student reader, filmstrips and guides, cassettes, and blackline masters. Additional student readers for each unit, approximately $2.50. Individual units may be purchased separately. Individual items from each unit may also be purchased separately. Travel and per diem for teacher training are negotiable.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact Wes Bodin and Lee Smith, Co-Directors; World Religions Curriculum Development Center; St. Louis Park Schools; ISD #283; 6425 W. 33rd St.; Minneapolis, MN 55416. (612) 925-4300.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-32 Approved: 7/12/79

Compiled Summer 1980

SECTION 7

ORGANIZATIONAL ARRANGEMENTS/ADMINISTRATION*

ACE: Administrative Cooperative in Education - Nebraska.. 7-3
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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT ACE: Administrative Cooperative in Education

descriptors

Elementary Education, Instructional Materials Centers, Rural Schools, Secondary Education, Summer Programs

target audience

Approved by JDRP for administrators, teachers, intermediate service agencies, and students involved in ESEA Title I projects.

description

A multidistrict cooperative program providing services to Title I teachers, students, and parents.

The primary goal of ACE is to provide quality Title I services to rather sparsely populated rural districts, which are often too small to provide all the necessary features of a successful mastery learning program.

Project ACE has four key elements: an administrative model, teacher inservice and evaluation, a materials resource center, and parent involvement.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for checkout and mass-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity, and program objectives, guidelines, and regulations is a second critical component.

Parents' participation in their child's instructional program is a priority. A variety of both school-year and summer programs has been developed and instituted successfully through the combined efforts of the teachers across the districts.

evidence of effectiveness

Fall-to-spring pre/posttesting on the Gates-MacGinitie Reading Test in 1976-77 showed a mean adjusted gain of 1.86 years for project students, compared with a 1.18 mean adjusted gain for a control group also receiving Title I services in schools of similar size outside the cooperative. 1977-78 scores showed a mean gain of 13.88 NCE units for project students, as compared with 8.63 for control students.

implementation requirements

This program is best suited to a large district with multiple attendance centers or to small districts that want to work cooperatively. Some reading and administrative consultant time must be guaranteed. Access to mimeograph equipment is required for the materials support dimension. Project staff will spend a minimum of one day on cooperative management inservice with adopting schools and additional days with support personnel and/or teachers as required.

financial requirements

Cooperative efficiency has enabled this project to operate at or slightly below the average per-pupil cost of districts of similar size administering their own Title I programs.

services available

No special network funding supports this project's dissemination efforts.

Visitors are welcome by appointment. Assistance in implementing a cooperative model is available at the project site or adopter site.

contact

Norman Ronell, Project Director; ESU #7 Title I Cooperative; P.O. Box 947; Columbus, NE 68601.
(402) 564-4414.

Developmental Funding: USOE ESEA Title I   JDRP No. 78-197   Approved: 11/17/78

Compiled Summer 1980

PROJECT ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL)

descriptors Arithmetic, Class Management, Elementary Education, Reading, Self Concept, Teacher Education, Writing

target audience Approved by JDRP for teachers, grades 1-6, in effective classroom management techniques. This program has been used in other settings with grades K and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.*

ACIL's inservice program for administrators and teachers is oriented toward systematic implementation of a humane, individualized environment emphasizing student development of a more positive self-image and concept mastery in the basic skill areas (reading, writing, and arithmetic). This individualized learning system, originally adopted from the Utah System Approach to Individualized Learning (U-SAIL) and known in Arizona as the "ACIL process," provides the framework for inservice training. Diagnostic/prescriptive curriculum-support materials, recommended in this program and developed by the U-SAIL project, help teachers establish an instructional management plan that more nearly meets individual learner needs. The principals', teachers', and students' implementation of process components results in an environment that promotes better learning.

Basic components included in the inservice program are humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, teaching the concept, daily drill, retrievals, conferencing materials, commitment sheets, learning principles, and teaching strategies. These components are installed into classrooms of participating schools through an integrated and systematic inservice training program. The teacher inservice training uses a practical how-to approach, supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL has been effectively implemented in schools representing the four major population areas in Arizona -- urban, inner-city, suburban, and rural communities -- with diverse socioeconomic, ethnic, and cultural student characteristics. The ACIL process is used in many schools where individual ethnic groups of Spanish surname, Native American, Black, or Anglo students constitute more than 50% of the school population. School facilities range from open-space to self-contained classrooms. No changes in facilities or staffing are necessary for implementation. All certified instructional staff of a school should participate in the inservice training, but effective adoptions may also take place with partial staff involvement. Administrative support is essential.

evidence of effectiveness Pre/posttest reading and math gains, measured with Comprehensive Test of Basic Skills Form S subscores, showed a significant difference ($p < .001$) in favor of ACIL students ($n=1,559$) compared with students not using the ACIL process ($n=422$). Both samples were randomly selected from approximately 27,000 participating and control students throughout Arizona. Pretest: fall 1974; posttest: spring 1976.

implementation requirements Recommended adopting unit is an entire school, although an individual teacher can adopt the program. No modification of staffing or facility is required. Training is required. Inservice training of two or three sessions per year for one to three years is recommended. Concept-oriented materials are essential to effective implementation.

financial requirements One-week in-depth initial cadre training at project site: $250 per person, plus travel and expenses. Two-day initial training at adopter site, plus one to three days of follow-up monitoring and inservice is available for trainer's fee and travel expenses. Inservice support materials: approximately $20 a year per teacher. A wide variety of commercially available materials already found in most classrooms is used. Optional concept-oriented U-SAIL curriculum materials: reading, approximately $5 per student; mathematics, approximately $8 per student.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter must assume all expenses). Training is also conducted at adopter site (adopter must assume all expenses). Follow-up technical assistance is available to adopters (expenses must be paid).

contact L. Leon Webb, Director, or Irene Guilbert, Inservice Specialist; ACIL; 161 E. First St.; Mesa, AZ 85201. (602) 969-4880.

Developmental Funding: USOE ESEA Title III JDRP No. 76-96 Approved: 10/6/76

Compiled Summer 1980

PROJECT COMPUTER-BASED PLANNING RESOURCES: Project Simu-School

descriptors Administration

target audience Approved by JDRP for school administrators, regional education agency directors, colleges of education, and educational computing consortia wishing to supply computerized planning assistance to schools.

description *A program using computer-based resources for improved educational planning and decision making.*

Project Simu-School has developed and disseminated a series of planning models drawing from operations research and related disciplines. These models can be used individually or linked together as a total educational planning package. The Enrollment and Facilities Projection Model projects enrollment at individual schools; for the district, it determines the number of rooms required, compares room requirements with existing space, and reports surpluses and deficits. It allows the administrator to test various assumptions about enrollment trends and to simulate increased or decreased space at a school. The program will report projected results of each decision and can print comparative reports analyzing differences among various decisions. The Faculty Projection Model predicts the number and cost of teachers starting, terminating, remaining, and needing to be hired on a year-to-year basis. This program moves teachers through the salary schedule and terminates them according to frequencies established by historical data. It uses enrollment data, curriculum data from previous years, and alternatives introduced externally by the user to determine the number of teachers required. The Financial Projection Model projects personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, local tax rate, assessment rate, and related financial data. The program produces a projected budget in Texas Education Agency Bulletin 679 format and provides an overall financial analysis of the school district by simulating the Minimum Foundation Program of Texas. The program uses historical and current data and various user-selected forecast methods involving pupils, instructional personnel, state support, county support, and district support.

evidence of effectiveness These criteria are suggested for model evaluation relative to actual application: flexibility, increased comprehensiveness, increased variety of alternatives, speed, reduced time in managing a larger volume of data. The system can be used by an individual administrator or an entire educational consortium.

implementation requirements To install, validate, and run the first set of reports from the computer-based models costs approximately $6,500 per site or less if all models are adopted. This figure assumes one-quarter use of a full-time systems analyst ($16,000 per year) and includes computer time expense and miscellaneous expenses. Breakdown: salary, $4,000; computer service, $1,500; and miscellaneous (travel, telephone), $1,000. This compares to four to five person-years required to develop the series of programs for a staff skilled in computer programming, planning and research methods, and data management.

financial requirements Implementers are provided with a copy of the source computer program of model(s) and model user guide(s) which includes a descriptive overview. Software and documentation are provided by the project at no direct cost. Direct cost for technical consultant is individually negotiated. However, additional or diverted resources for computer analyst, data collection, and other related computer expenses should be available. Cost varies with these elements plus choice of model.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact Jane A. Richardson, Assistant Project Director; Project Simu-School; Dallas Independent School District; 1830 Goldwood; Dallas, TX 75232. (214) 224-5551.

Developmental Funding: USOE ESEA Title III JDRP No. 74-77 Approved: 6/6/74

Compiled Summer 1980

PROJECT

DEMONSTRATION EVALUATION CENTER (CAM)

descriptors

Class Management, Elementary Education, Performance Based Education, Secondary Education

target audience

Approved by JDRP for all teachers, parents, and students, grades 2-3 and 5-12. It has been used in other settings with grade 4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Management by objectives applied to classroom instruction.

The Evaluation Center has developed and operates a computer-based instructional management system that provides relevant data to teachers and students after each test taken on course objectives. The Evaluation Center, which produces the tests to each teacher's specifications, also processes the results, feeds them to a nearby computer, and returns present and cumulative information about the progress of each student and of the entire class as a group. Also available for inclusion in the printout are data on class performance on each objective and a test form evaluation. The time needed to get this information back to a classroom that has been CAM tested is generally 24 hours from the date of testing.

Teachers using the CAM system of monitoring student achievement first commit themselves to basing their instruction on course objectives developed by curriculum groups and teaching teams in the district. They also test the course objectives on a regular basis, every two to three weeks. The objectives are tested by teacher-developed test items, generally five to ten for each objective. Most teachers request tests that are pretest, posttest, and retention test in one.

The system is used in classrooms that are group-paced, individualized, multigraded, etc. Approximately 300 classrooms (1-12) are using the system in subject areas including math, science, social studies, English, and reading. The Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

evidence of effectiveness

Sample evaluation results, using sequential Test of Educational Progress, Language Arts, administered in 1974: grade 10, experimental mean of 52.90, control mean 46.66; grade 11, 58.83, control 46.44; grade 12, 60.93, control 53.75 (all significant at alpha $\leq .01$). Attitudes of both teachers and students toward CAM-style instruction were significantly positive after use of program.

implementation requirements

A part-time project coordinator and a part-time clerical person manage the project. Adoption is best begun on a limited scale, in one or two curriculum areas, at one educational level; it can later be expanded to include any curricula at any level. Coordinator and staff should visit the project site, or the adopter site should be visited by project staff, though training and help can be given by telephone and mail if visitation is impossible. Adopter must have access to a computer with medium-speed card-reading and line-printer capabilities or to a 48K Apple II microcomputer with dual disk drives and monitor and compatible printer.

financial requirements

Microcomputer and peripherals: $4,000-$6,000. Minifloppy diskettes: $3.50-$5 each. Part-time project coordinator and clerical person: approximately $5,000.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost. Project staff are available for out-of-state awareness meetings (all expenses must be paid). Some training is conducted at project site (adopter pays only its own costs). Training is also provided at adopter site (all expenses must be paid). Course objectives, item books, and Apple II microcomputer program are available to adopters at cost.

contact

Donald B. Sension, Director, or Susan Guenther, Coordinator; CAM Evaluation Center; Hopkins Public Schools; 1001 State Highway 7; Hopkins, MN 55343. (612) 933-9230.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-14 Approved: 5/6/75

Compiled Summer 1980

PROJECT LEM: Learning Experience Module (Educational Management Design)

descriptors Class Management, Cross Age Teaching, Elementary Education, Team Teaching

target audience Approved by JDRP for students in grades 2-5. This program has been used in grades 6-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A team-teaching approach with a coordinated-scheduling and student-grouping procedure.*

Project LEM is an educational plan originally designed for open-space schools. It provides methods for organizing facilities, staff, and students into a coordinated plan that develops positive community-school interaction, increases parent involvement, improves staff skills in instructional techniques, and raises students' mathematical achievement scores.

The LEM design removed classroom walls to create large open spaces that provided for a variety of instructional modes. Each Learning Experience Module spans two grade levels. Team teaching and differentiated staffing allow teachers to specialize in subject-matter areas, as well as to prepare and/or teach lessons in other areas. Cross-age teaching is organized around skill topics. Students rotate from group to group. Flexible scheduling allows teachers to work closely with small groups of students on a variety of topics and also to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art, music, and physical education. Teacher-student ratio is one teacher per 25 students, and one aide per LEM unit. A diversified instructional program is used, comprised of individualized approaches that vary according to the learning objectives and instructional methods selected by teacher or students. A diagnostic teaching methodology is used.

evidence of effectiveness Student achievement objectives were reached and surpassed. The mean percentile ranking of children functioning below the 40th percentile increased by at least 50% during the school year (California Achievement Test for Math and Reading), while those functioning at or above the 40th percentile maintained or improved their ranking.

implementation requirements Administrator of adopter school district is required to supply a written commitment to provide time for a team of teachers to participate in a three- to five-day training workshop. The workshop may be conducted either at the LEM site during Hackensack Public Schools' summer vacation or recess days or at the adopter site. Evaluation of project outcomes must be completed by the adopting site with assistance from the LEM staff.

financial requirements Adopting districts provide transportation, housing, and salaries for their personnel (if appropriate) and LEM training team.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome by appointment. Training may be conducted at project site or adopter site. Project staff are available to attend out-of-state conferences (expenses must be paid).

contact Eleanor Russo, Director of Instructional Programs; Hackensack Public Schools; 355 State St.; Hackensack, NJ 07601. (201) 342-4939.

Developmental Funding: USOE ESEA Title III JDRP No. 40 Approved: 4/9/73

Compiled Summer 1980

PROJECT U-SAIL: Utah System Approach to Individualized Learning

descriptors

Class Management, Elementary Education, Mathematics, Reading, Teacher Education

target audience

Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-6. This program has been used in other settings with grades K and 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An effective, economical, and exportable system for individualization and improvement of instruction.

When the U-SAIL System is installed, both achievement and attitude gains can be made in regular classrooms by regular classroom teachers. Originally developed through the efforts of an educational consortium of seven Utah districts, the system is applicable at each level of educational management. It includes two components: a planning model for decision making and a procedural model defining steps to follow to ensure successful program installation.

The most appropriate task is prescribed for each learner, given the resources available. Prescription is based on the unique intellectual, social, environmental, and physical needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or record keeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach, and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized, with emphasis on better ways to teach basic skills.

Implementation is possible in a variety of settings with local educator implementers. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement. The program builds skill in program planning, organization, classroom management, precision teaching, and student responsibility.

Support materials are available in mathematics and reading.

evidence of effectiveness

Testing with the SRA Achievement Test in October 1971 and 1973 for the first setting and in October 1972 and 1974 for the second setting indicate that U-SAIL students gained 3.5 grade equivalents in reading over the two-year period as compared with 2.6 grade equivalents for controls (difference in mean gain significant beyond the .01 level). In mathematics, the same pilot group showed a significance in mean gain difference beyond the .01 level. Testing in 1979-80 at new sites and longitudinal testing at initial sites shows program students making statistically and educationally significant gains.

implementation requirements

Program may be implemented in a single primary, intermediate, or middle-school unit, or in total school or district configurations. Three to five days are required for staff training, with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second- and third-year involvement provide stabilized change in practice and allow for integration of additional content areas into the system. No special facilities are required. Adopter costs include stipends paid teachers for involvement and costs of materials.

financial requirements

Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary and are negotiable. Teachers of teachers are trained and follow-up assistance is given. Development of local leadership is emphasized.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free. Visitors are welcome by appointment. Training is conducted at the project site (adopter must cover all trainer costs as well as its own costs). Training is also conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.

Developmental Funding: USOE ESEA Title III JDRP No. 76-95 Approved: 10/6/76

Compiled Summer 1980

SECTION 8

PRESERVICE/INSERVICE TRAINING*

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps - California 8-3

ECOS TRAINING INSTITUTE (ETI) - New York 8-4

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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps

descriptors Bilingual Education, English (Second Language), Migrant Education, Preservice Education

target audience Approved by JDRP for consortia of universities, state or county offices of education, and school districts wanting to implement bilingual, cross-cultural teacher-training practicums.

description *A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.*

The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. From a modest beginning in 1967 when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance-ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967, Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

evidence of effectiveness It has been demonstrated that Mini-Corps teacher assistant programs result in direct instructional family and support services for active migrant children, effective recruitment of college students from poverty backgrounds into teacher-training programs, and high incidence of placement in teaching jobs for Mini-Corps graduates (73%, versus 51% for graduates of California university teacher-training programs).

implementation requirements Adoption of Mini-Corps concept requires a consortium of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program; and one or more local school districts willing to supervise Mini-Corps teacher assistants for tutorial and small-group activities with migrant or other bilingual children. Consortium must organize a program of technical assistance and preservice under auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

financial requirements Program could be supported through Migrant Education, other Title I funding, or other public or private foundations. Estimates for 1978 were $3,450 for technical assistance package and $62,580 for a program of full-time supervision and 20 teacher assistants serving 400 full-time equivalent pupils. Cost per learner, $83.44 for 10-month school year. Cost for summer school program, approximately 60% less.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional home-state demonstration sites by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at selected adopter sites (costs to be negotiated).

contact Herbert C. White, Project Director, or Joseph P. Rice, Planning and Evaluation Services; California Mini-Corps; 2100 21st St.; Sacramento, CA 95818. (916) 739-1504.

Developmental Funding: USOE Title I (Migrant) JDRP No. 78-196 Approved: 11/17/78

Compiled Summer 1980

PROJECT ECOS TRAINING INSTITUTE (ETI)

descriptors Career Education, Elementary Education, Environmental Education, Kindergarten, School Community Programs, Secondary Education, Teacher Education

target audience Approved by JDRP for teams of K-12 teachers and administrators and community representatives invited by the team.

description *A program offering workshops designed to assist diverse local school districts with infusing environmental or career education components into their curriculum.*

The ECOS Training Institute offers a three-day workshop in a process of curriculum design. Participating teams should have three to eight members, with more than one person from a school building; a maximum of 35 participants can be accommodated. The ETI process has proven effective on a national level in assisting diverse local school districts to achieve their educational goals (e.g., environmental education, career education).

The process has three interrelated elements: curriculum infusion, stewardship, and community/school interaction.

Curriculum infusion is the basis of the program. Through a step-by-step procedure, teachers examine the basic content of their courses and incorporate environmental (or other priority) concepts, knowledge, skills, attitudes, and activities into appropriate segments of their courses. If needed, they can create a new course.

Stewardship is the students' active participation in the management of problems, i.e., a decision-making process. Suggested stewardship activities are demonstrated at the workshop. These and additional activities will be built into the new, infused curriculum.

Community/school interaction is the joint cooperation of schools and community in mutually beneficial educational efforts. Teachers are encouraged to call upon a wide range of resources when implementing their curricula, and community interaction provides a ready source of people and materials.

evidence of effectiveness Six aspects of the program were evaluated between 1971-74: materials, student achievement, student attitude, student behavior, teacher behavior, and administrative behavior. Evaluation data submitted to JDRP in May 1974 show that participation in ETI produced a significant increase in ecological awareness at the .001 level and an improvement in SRA subtest performance.

implementation requirements Attendance at a three-day workshop is essential to understanding the ECOS process, developing a curriculum, and implementing the program. Before training, the superintendent must complete a district profile and sign a letter of agreement stating that workshop participants will have planning time to meet as a group, if they wish, for a period of nine months after the workshop and that workshop participants will present an awareness program to colleagues, board of education, and community members. Space found in and around most schools is satisfactory. No equipment need be purchased unless a school elects to become involved with environmental monitoring.

financial requirements No charge for training or materials. Cost to district depends on whether it elects to implement environmental monitoring programs.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training can be conducted at the project site, adopter site, or a mutually convenient site. Technical assistance through the implementation stage is available via telephone, mail, and, in some cases, on-site visits. Costs to be negotiated.

contact Frank Thompson, Director; ECOS Training Institute; P.O. Box 369; Yorktown Heights, NY 10598. (914) 245-4009.

Developmental Funding: USOE ESEA Title III JDRP No. 74-59 Approved: 5/14-15/74

PROJECT ELEMENTARY METRIC PROJECT

descriptors

Elementary Education, Metric System, Secondary Education, Teacher Education

target audience

Approved by JDRP as curriculum for students, grades 4-6, and as inservice for teachers, grades 1-6.

description

An inservice training program for those teaching the metric system in grades 1-6, plus a curriculum design to introduce metrics in grades 4-6.

The project has a two-fold purpose, teacher inservice metric instruction and student curriculum implementation for the elementary grades. It serves elementary pupils in public and nonpublic schools. The metric trainer inservice includes 12 hours of intensive metric training and project implementation. Trainees return to their school district to inservice local classroom teachers. A complete inservice packet has been developed to train teachers in metric instruction. The units include Introduction to the Metric System, Linear Measurement, Mass (Weight), Capacity (Volume), and Temperature.

The project's student curriculum includes coordinated-sequential objectives and curriculum, pre/posttests and answer keys, and a teacher's manual containing suggested metric activities for each grade level (1-6). The curriculum consists of approximately 50 activity lessons for each grade level; lessons can be reproduced for classroom use.

evidence of effectiveness

Project teachers and participating students in grades 4-6 made statistically significant gains as measured by pre/posttesting with a locally constructed metric test.

implementation requirements

Project staff train adopters to inservice district teachers and to demonstrate implementation of the Elementary Metric curriculum. Potential adopters must participate in a two-day training session. Experience has shown that a strong program results when administration and teachers work as a team.

financial requirements

Set including one student curriculum, student pre/posttest, five teacher inservice units, and teacher pre/posttests, $100. Travel and per diem expenses for the two-day workshop must be paid by the adopter. Cost of school implementation varies with the number of students involved and present available metric hands-on equipment.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff can attend out-of-state awareness meetings (costs to be negotiated). Training and implementation services are provided at project or adopter site (costs to be negotiated).

contact

Roland B. Huber, Project Director; Elementary Metric Project; 400 Avenue E East; Bismarck, ND 58501. (701) 255-1987, ext. 54.

Developmental Funding: USOE ESEA Title III JDRP No. 78-162 Approved: 3/16/78

Compiled Summer 1980

PROJECT EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

descriptors Elementary Education, Kindergarten, Language Arts, Performance Based Education, Reading, Secondary Education, Self Concept, Teacher Education

target audience Approved by JDRP for teachers of students of all abilities, grades K-12, and adults, mono- or multilingual, during reading and language arts instruction (including content reading), in suburban, urban, and rural areas, and at all socioeconomic levels. Also for paraprofessionals, parents, and peers who tutor students at school or at home under supervision of teachers.

description *An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.*

ECRI's original purposes in 1966 still exist: to identify critical teacher behavior essential to preventing reading failure, to provide inservice education for teachers geared to the research findings, and to disseminate this information. Teacher behaviors identified to date include abilities to: elicit correct responses from nonresponding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses and save time, utilize effective management and monitoring systems and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends upon rate of mastery. A student progresses in practicing new skills and in working with materials independently of other students. No student waits for another. In small groups based upon instructional reading levels, students are instructed in those language skills that they will need in future work. Individual conferences are held daily. Students are reminded of the skills they have been taught, the skills they have mastered, and the skills they will be expected to master through the Review (part of every skills instruction period). The teacher teaches new skills at least one mastery test in advance of the student who is passing the tests most rapidly, and reviews instruction for students at the lowest mastery test. Performance is individually measured with the mastery test. Absenteeism is not the problem it can be in the traditional classroom. No procedural changes need occur for a teacher to provide for the returning student. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on-task. The structure of the scheduling, record keeping, and multisensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those behavior management techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop the management system for mastery and individualization, and teach reading and language skills effectively.

evidence of effectiveness Project was validated over three years (1971-74) with more than 700 pupils in four Utah districts. First graders are reading at 3.8; second graders average 95th to 99th percentile; clinic pupils average four months' gain per month; Title I pupils average 1.4 to 3.2 years' gains per year; secondary students average 2.5 years' gains per year. Data available upon request. Some tests used: SAT, Metropolitan, California Achievement, Gates-MacGinitie.

implementation requirements A five- to ten-day preparatory inservice education program with one ECRI staff person for 20-25 trainees is desirable. Program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are desirable. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 16 self-instructional teacher-training workbooks and kits if inservice education is not desired.

financial requirements At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95 and $9.95, or mimeographed materials from ECRI Mastery tests: 25¢ each; can be reproduced. ECRI staff time: $225 a day plus expenses.

services available An NDN-funded Developer/Demonstrator project.

Catalog of available materials and awareness materials available upon request. Visitors welcome during school year at sites throughout U.S. Week-long training seminars for teachers, supervisors, and administrators conducted quarterly in Salt Lake City and adopter districts. ECRI inservice also includes university classes (teachers pay tuition). Seminar for teachers of teachers conducted annually. Three-week inservice program held each summer in Salt Lake City. A teacher-training internship program and a teacher-training exchange program with ECRI assist local districts and service centers to develop demonstration teachers.

contact Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-48 Approved: 5/23/74

Compiled Summer 1980

PROJECT INSERVICE TRAINING IN THE TEACHING RESEARCH DATA BASED CLASSROOM FOR SEVERELY HANDICAPPED SCHOOL-AGE CHILDREN

descriptors Adolescents, Autism, Cerebral Palsy, Children, Home Instruction, Multiply Handicapped, Self Care Skills, Special Education, Teacher Education

target audience Approved by JDRP for students, ages 8-18, with noncategorical handicaps, their teachers and aides.

description *A data-based classroom for individualized instruction of students 8-18 with multiple handicaps, cerebral palsy, and/or autism, and an inservice training program for teachers and aides.*

Self-help, practical living, motor, language, and cognitive skills, as well as social behavior, are taught in the data-based classroom to students classified as mentally retarded, cerebral palsied, autistic, emotionally disturbed, multiply handicapped, or deaf/blind. Students are tested to determine which skills they should be taught, with the final decision made by the parents and educational staff together. Aides, volunteers, and parents all assist teachers with the individualized instruction for each child. Most of the one-to-one teaching is done by volunteers; teachers and aides conduct group instruction. In addition, teachers instruct parents and "home providers" in techniques to use with their children.

The inservice training program assumes one week of intensive work in a demonstration classroom at Teaching Research and two follow-up visits by Teaching Research staff at the trainees' schools. Clearly identified are the objectives to be attained during the first week of training and numerous data collection procedures for determining the degree to which teachers are assimilating the new skills. The two follow-up visits occur 8-12 weeks and 24-28 weeks after training. During each, Teaching Research staff record the number and quality of the data-based classroom techniques the teachers are using and help the teachers apply the methods and materials presented during training.

Teaching Research's data-based classroom, which has been replicated throughout the country, is described in A Data-Based Classroom for the Moderately and Severely Handicapped (Fredericks, et al., 1979).

(Inservice Training in the Teaching Research Data Based Classroom for Severely Handicapped School-Age Children and The Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children were both developed by Teaching Research, a division of the Oregon State System of Higher Education, Monmouth.)

evidence of effectiveness Trainees in 1978-79 completed 98% of the training objectives at specified levels, showing that the TR Inservice Model can be taught; 28 weeks after training, 92% of the model components had been incorporated in trainees' classrooms, with 87% meeting the established criteria, showing that the model can be implemented. Data from a standard test administered statewide annually to TMR students showed a statistically significant increase in the performance of model-trained teachers' students.

implementation requirements The Data-Based Classroom can be adopted for an individual classroom. A large work area for group instruction and a minimum of five individual areas, as well as materials suitable for multiply handicapped children, are required. The original model was developed with one teacher and one aide per 12 children. Volunteers are suggested when the staff/student ratio is low. Training is required for the teacher, optional for aides. The Inservice Training program also requires a classroom and materials as well as training for the adopting district's teaching and training staff.

financial requirements Classroom costs for 14 students in a 12-month period at Teaching Research, including one teacher, two aides, one administrator (half-time), and supplies, per pupil: $4,822 for start-up, $4,157 for continuation. Twelve months' training for each of 28 trainees, including two trips to Teaching Research: $1,484 per trainee.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome. Training is conducted at Teaching Research. Training and follow-up expenses are negotiable.

contact Torry Piazza Templeman; Teaching Research; Oregon College of Education, Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.

Developmental Funding: USOE BEH JDRP No. 79-34 Approved: 11/7/79

Compiled Summer 1980

PROJECT INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

descriptors Elementary Education, Kindergarten, Secondary Education, Teacher Education

target audience Approved by JDRP for elementary school teachers serving children in grades K-8.

description *A program for staff development of elementary school teachers intended to upgrade reading teaching skills.*

IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing includes a citywide coordinator, a district coordinator, school reading resource teachers, and classroom teachers.

Currently, 21 teacher-training units written especially for IRIP are used in the 60-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self-Assessment, Test Data Interpretation, Continuous Progress-Mastery Learning Program, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

evidence of effectiveness An Inventory of Teacher Knowledge of Reading was administered to participating teachers. Pre- and posttesting with a norm-referenced test was used to measure student performance. The project was validated over a four-year period in 207 sites. Approximately 7,000 teachers and 250,000 learners were involved.

implementation requirements IRIP can be implemented in schools of any size having any organization pattern (K-8, K-3, K-4, 6-8, 7-8) or any instructional philosophy (graded/nongraded/individually guided). Involvement of total staff (administrative, teaching, paraprofessional) is recommended; however, IRIP can be implemented in phases (primary/intermediate/upper teachers).

financial requirements Cost depends on the number of reading resource teachers freed from classroom responsibilities to conduct inservice training and on the type of reproduction used for teacher-training units.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated).

contact Carita A. Chapman, Director; Bureau of Reading Services; Chicago Board of Education; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4059.

Developmental Funding: Chicago Board of Education JDRP No. 74-27 Approved: 4/29/74

Compiled Summer 1980

PROJECT LEARNCYCLE: Responsive Teaching

descriptors Elementary Education, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Secondary Education, Special Education, Teacher Education

target audience Approved by JDRP for teachers of special education or mainstreamed students, grades K-9, and teacher trainers and consultants.

description *An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.*

The program includes two levels of training.

Responsive Teaching for Mainstreaming and Accountability comprises a variety of reinforcement-based teaching techniques, including precision teaching, contingency management, and token economies. Through lecture, demonstration, role playing, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs to meet changing student needs and observe recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications may include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems for monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. Further, teachers are trained in an overall problem-solving method that allows them to adapt the program instantly to new situations.

Training to Train allows districts that desire an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A Behavior Analysis Mainstreaming Model allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

evidence of effectiveness Student "on task" behavior increased by class from 50-80% as measured in twice-weekly in-class observations using the sequential Becker system; disruptive and "off task" behavior decreased correspondingly. Teachers' ability to teach high-risk or mainstreamed youngsters doubled, as demonstrated by a 50% decrease in teacher referrals. Population: varied, from middle-income suburban to low-income urban. Evaluation dates: 1970-72.

implementation requirements No special staffing or facilities are required. Adoption involves only a change in teacher, trainer, or consultant. For classroom implementation an adopting unit is an individual teacher. Training for teachers: one three-day sequence. One to two months after training and at six-month intervals thereafter, teachers submit brief data on student behavior change. Training for turnkey trainer or consultant in a position to offer back home training to colleagues: one two-day sequence in addition to three-day teacher's sequence. Certification is contingent on completion of follow-up activities tailored to adopter setting.

financial requirements Learncycle Teachers Manual, $4. Adopter shares cost of project staff travel, per diem, and time. Per-learner cost of program implementation: $0-$5 per year, depending on individual adopter and population served. Cost of training for adopter staff by turnkey trainer or consultant: commensurate with local costs for inservice.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. A slide-cassette is available on loan. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site or for a group of adopters at a common site (expenses must be shared). Follow-up consultation and visits are available to adopters (expenses must be shared).

contact Hilde Weisert, Project Director; Learncycle; Box 274; Teaneck, NJ 07666. (201) 833-0588.

Developmental Funding: USOE ESEA Title III JDRP No. 74-53 Approved: 5/24/74

Compiled Summer 1980

PROJECT

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

descriptors

Elementary Education, Kindergarten, Secondary Education, Special Education, Speech Handicapped, Teacher Education

target audience

Approved by JDRP for speech clinicians and administrators.

description

A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech problems. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days, followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85% of their time in group speech sessions and only 15% in individual therapy sessions. Two years after the project started, these figures were almost reversed, with 83% of the treatment in individual therapy and 17% in group.

evidence of effectiveness

Data show that children with minor problems can correct a sound in eight weeks at a 96%-correct criterion (McDonald Screening DEEP Test of Articulation, 1971-72). After one year of operation, 46% of the moderately disordered children in the project were dismissed from therapy. In the previous year, only 23% had been considered eligible for release from the program.

implementation requirements

Hiring, training, inservice, and scheduling of communication aides require approximately one month for speech clinicians. No special facilities are required.

financial requirements

Approximately $5,500 per communication aide. This figure includes training, salary, and materials for 70 children. Commercial as well as locally prepared materials and record keeping forms may be used.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome any time. Training is conducted at the project site (costs to be arranged). Training is conducted out of state (costs to be arranged). Project staff can attend out-of-state conferences.

contact

Kenneth D. Barker, Supervisor; Clinical Speech Services; Area Education Agency #16; 509 Melrose Ct.; Burlington, IA 52601. (319) 754-5771.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-117 Approved: 12/6/74

Compiled Summer 1980

PROJECT POSITIVE ATTITUDE TOWARD LEARNING (PATL)

descriptors Affective Behavior, Elementary Education, Kindergarten, Performance Based Education, Self Concept, Secondary Education, Teacher Education

target audience Approved by JDRP for K-12 students with a less-than-positive view of self and/or learning.

description *A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.*

Improvement in a student's attitude toward school, self, and others leads to improvement in his/her rate of cognitive growth. Staff development is accomplished through the use of self-paced, individualized, performance-based learning packages called kits.

The teacher training kits teach specific skills in four complementary areas: active involvement, learning processes, individualized instruction, and improved communication and management.

Each of the training kits is designed to provide teachers with performance-based objectives, numerous learning activities designed to assist them in reaching those objectives, and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher with a choice of various media, small-group or individual sessions, and tapes or live observation. Feedback to the teacher is an essential component of the program.

Kit Advisors, a minimum of two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three- or four-month period. Completion of all four kits requires one and one-half to two years.

evidence of effectiveness Pre/post Coopersmith Self-Concept Inventory: target students improved from the 15th to the 40th percentile. Pre/post Gates-MacGinitie Reading Comprehension Tests: target students improved from .71 year of growth per year to 1.4 years per year.

implementation requirements Four days of training for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties.

financial requirements Start-up cost is $500, plus $10 for each teacher to be trained. Operational costs consist of stipends for inservice specialists.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment every second week of the month. Training is conducted at the project site (adopting site pays only its own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Charles Pelan, Director, or John Zirges, Inservice Specialist/Evaluator; Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.

Developmental Funding: USOE ESEA Title III JDRP No. 75-26 Approved: 5/16/75

Compiled Summer 1980

PROJECT THE PROCESS OF TEACHING BASIC READING SKILLS IN SECONDARY SCHOOLS

descriptors

Class Management, Reading, Secondary Education, Teacher Education

target audience

Approved by JDRP for teachers in secondary schools, grades 7-12, and apprentices from teacher centers, regional educational labs, and state departments of education. Developed for use by teachers of students needing basic reading skills, this program has been used by teachers, program developers, and administrators, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program providing inservice workshops to help secondary teachers manage class time and student behavior in basic reading classes.

Research findings gathered from secondary classrooms where basic reading was being taught were used to identify processes specifically related to reading gain. Positively related processes were found to include: discussion of homework or the reading content, instruction in new work, drill and practice, reading aloud by students, instruction focused on a small group or the total group, praise and support, positive corrective feedback provided by rephrasing the question or probing, and short quizzes. Negatively related processes include: teacher time spent on organizational or management tasks, outside intrusions (loudspeakers and so forth), social interactions, misbehavior or negative interactions, too much choice for students, too much time spent on written assignments, too much silent reading, and too much time spent with single students.

Based on these findings, the project developed seven 2-1/2 hour teacher workshops. The first presents an overview of the research findings, which are interpreted for their relevance to teaching basic reading skills. In the second workshop, teachers are given individual profiles, prepared from observations conducted in their classrooms, together with recommendations for changes in their teaching behavior. The third workshop provides recommendations for student motivation and behavior management. The fourth workshop is focused on ways of organizing or structuring classroom activities and on efficient management of time. The fifth workshop deals with question-asking techniques and with supportive and corrective feedback; diagnostic tests for use by classroom teachers and appropriate reading materials are also shared. At semester's end, teacher observations are conducted to determine whether recommendations have been followed. New profiles are prepared so that changes in teacher behavior may be examined at the sixth and seventh workshops, which follow. Recommendations are given to each teacher. Workshop sessions are conducted one week apart, generally between 3:30 and 6:00 p.m. Groups are limited to six. Although materials are used in the workshops, the cornerstone of the process is the encouragement and support given to teachers to try new ideas. Every teacher operates in a unique situation, and class size, room assignment, and school policies will determine how he or she can respond to recommendations.

evidence of effectiveness

Remedial reading students of teachers receiving the training gained 50.4 standard score points on the Comprehensive Test of Basic Skills, equivalent to a gain of 1.8 years. Teachers in the treatment group changed their classroom instructional processes in the ways recommended.

implementation requirements

Teachers attend seven 2-1/2 hour workshops, held after school hours. They are observed in the fall, winter, and spring. They are given recommendations for behavior change based on these observations. They are expected to try to make the recommended changes. Apprentices are expected to observe and participate in workshop sessions; they also learn to conduct observations. Subsequently, apprentices conduct workshops and train observers and other apprentices at their own sites.

financial requirements

Costs vary with the number of teachers, observers, and apprentices trained. Costs of training at the project site include project staff time and adopter staff time, per diem, and travel.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter must assume all expenses). Training is also conducted at adopter site (adopter must assume all expenses). Follow-up technical assistance and evaluation service are available to adopters (expenses must be paid).

contact

Jane Stallings, or Margaret Needels; Stallings Enterprises: The Teaching and Learning Institute; 409 Poppy Pl.; Mountain View, CA 94043. (415) 969-4264.

Developmental Funding: National Institute of Education, State and Local

JDRP No. 79-41 Approved: 12/19/79

Compiled Summer 1980

PROJECT PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES

descriptors Program Administration, Teacher Education

target audience Approved by JDRP for school personnel with present or expected responsibility for planning and managing projects. This program has proved useful to state department of education staff, Intermediate Service Agency staff, and all levels of school district personnel, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination.*

Project Management Basic Principles and Techniques is a training product that teaches school district staffs to manage educational projects so as to assure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goals, developing the project work breakdown and work-flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project start-up, developing a project information system and a procedures handbook, monitoring project operations, project problem solving through management action, implementing changes in project operations, and developing a project termination plan.

For each lesson, the trainee may view filmstrips, read, listen to tape, or perform a combination of these activities. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no special training for its use, although a structured training session with a knowledgeable leader is recommended. Lessons are grouped into four phases according to the lifespan of a project and usually are studied sequentially. The material is quite flexible and adaptable to varied school district training patterns.

evidence of effectiveness Work sample data (proposal/plans) from one large urban school district and five "single state" school districts were evaluated by three experts using a project-developed Work Sample Criteria instrument before and after exposure to Project Management Basic Principles. There was an increase of 68% in the group mean scores from the large urban district and an increase of 110% in the group mean scores from the five "single state" districts.

implementation requirements A training workshop is recommended.

financial requirements Notebooks (one set per user), $27.50.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff can attend out-of-state awareness conferences (expenses must be paid). Training is conducted out of state (expenses must be paid).

contact John A. McAdams, or James Phillips; Research for Better Schools; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300.

Developmental Funding: National Institute of Education JDRP No. 75-44 Approved: 5/14/75

Compiled Summer 1980

PROJECT SIGMA: System for Individually Guiding Mastery Attainment

descriptors Elementary Education, Preservice Education

target audience Approved by JDRP as a preservice elementary program. This program has been used in other settings as inservice for elementary teachers and as preservice and inservice for secondary teachers, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program guiding preservice teachers in their mastery of specified sets of teaching skills sequenced to form a developmental pattern.*

The SIGMA program develops skills in seven broad-based strands: learning management (behavioral objectives, diagnosis, transfer, reinforcement, motivation, retention); implementation of instruction (long-range planning, program development, accountability); communication skills (language acquisition, reading diagnosis); interaction skills (self-concept, group dynamics, community study skills); development of affect (creativity, role playing, valuing); multicultural and bilingual education; and evaluation in education.

The program is centered on flow-chart competencies rather than courses and organized as a system of competency-based instructional modules (learning packages). The modular system is self-paced and individualized, requiring knowledge to be acquired, skill to be demonstrated, and consequences or changes in pupil behavior to be evaluated, and it allows considerable flexibility in the way in which students are programmed.

Support media and materials for the modules are made available in an Individualized Study Center where instructors assist students to complete module requirements successfully. Performance is evaluated in regular school classrooms.

A SIGMA faculty team works with a group of as many as 35 students. It is responsible for seeing that all course requirements are met and for on-site supervision. Supervision includes establishing lines of communication with cooperating school personnel as well as assisting and evaluating students in their field experiences.

evidence of effectiveness Compared with a control group of elementary student teachers in a 1976 evaluation, recipients of SIGMA training showed large gains in knowledge of teaching skills, verbal interaction with children, and amount of individualized instruction provided. Elementary school children rated the performance of SIGMA student teachers much higher.

implementation requirements The SIGMA method may be adopted by a single instructor or by a team of instructors. Materials for student use must be duplicated, and all instructional support materials must be housed in a resource center. Training may be required in writing instructional objectives; writing or revising competency-based curricula and materials; evaluating students on knowledge, performance, or consequence objectives; managing competency-based programs; in the role of the instructor; and/or in program evaluation and regeneration.

financial requirements A wide variety of commercially available materials related to teacher training is used. These materials constitute the majority of the learning alternatives referenced in instructional modules. A complete set of 31 modules is made available for duplication (at cost) to adopters following training. Audiovisual equipment required is that generally found in most classrooms.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated). Follow-up to provide aid in implementation and evaluation is available at adopter sites.

contact Thomas Nagel, Professor of Education; College of Education; San Diego State University;
San Diego, CA 92182. (714) 265-4166.

Developmental Funding: USOE Teacher Corps 136 JDRP No. 79-17 Approved: 5/8/79

Compiled Summer 1980

SECTION 9

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PROJECT

AIRS: Andover's Individualized Reading System

descriptors

Elementary Education, Language Arts, Reading

target audience

Approved by JDRP for students of all abilities, grades 1-6.

description

A diagnostic/prescriptive reading program designed to teach basic skills and foster independent enjoyment of literature.

AIRS basic skills for grades 1-6 are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. All reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to a specific publisher's text to build a strong phonetic base. When the basic decoding skills are firmly established, program comprehension, vocabulary, and handwriting components become more flexible to accommodate varied learning patterns. As students progress beyond beginning reading, more time is spent in individualized reading and literature discussion groups. As comprehension, vocabulary, and structural skills comprise an increasingly greater portion of reading instruction, individualized and free reading play a larger part in the curriculum. Student achievement at every level of instruction is monitored with cumulative criterion-referenced tests in phonics, spelling, and writing.

Prior to instruction in comprehension skills, the student is given a pretest which is analyzed by the teacher. Results are recorded and used as a basis for skills grouping and lesson prescriptions. Individual learning packages contain all elements necessary for the instruction of specific skills -- teacher and student directions, lessons, reinforcement practices, and posttests -- integrated in a comprehensive series of skills books. Most materials are programmed so that students may work independently as they acquire more skills. Reading objectives cover five broad areas: phonetic analysis, word recognition, structured spelling, comprehension, and word meaning. Since its approval by JDRP, additional components have been developed to make AIRS a total language arts program. They include an integrated reading, writing, and spelling program for grades 1 and 2 and lessons providing a sequenced progression through grammar, writing mechanics, composition, and dictionary skills for grades 3-6. Students spend 8-10 hours a week on the total language arts program.

evidence of effectiveness

When AIRS was introduced in the Andover schools in 1972, students in grades 1-6 performed at or slightly above the 50th percentile in reading comprehension. For the past five years, students have performed decidedly above the 50th percentile. In 1979, the mean scores of students in grades 1-11 were at or above the 87th percentile, as measured by ETS, while mean scores of students in grades 2, 4, 5, 8, and 9 were 95 or higher.

implementation requirements

Four-day inservice workshops at adopter site for teachers and supervisors are required. Instructional aides, tutors, or paraprofessionals may attend workshops with system's approval. Program is designed to be used by an entire system, but it can be adapted for use within individual schools. A complete set of materials for each component adopted is needed. Implementation can consist in adoption of single components.

financial requirements

Teacher's Manuals (four at lower levels), $5.50-$17. Pupils' Lesson Unit (nonconsumable), $82-$285 for 15. Consumable tests, $6-$18 per set. Consumable record keeping materials, $1.50 for 35. Individualized Reading, one year, approximately $13.75, plus trade books. Phonics, Individualized Reading, and Comprehension programs use commercially available publications: basal for grades 1 and 2, trade books, and supplementary skill practices.

services available

An NDN-funded Developer/Demonstrator project.

Visitors are welcome by appointment. Exemplary project staff assists in program planning and conducts workshops that include presentations, practice with using the materials, lectures, and demonstrations for each component being implemented. Follow-up consultations by project staff: average of four visits, length determined by size of adoption. Awareness materials and teacher guides provided for trainees prior to workshop sessions. Financial arrangements must be made.

contact

Esther L. Campbell, Director, or Theresa G. Murphy, Executive Director; Andover Public Schools; Jackson School; Andover, MA 01810. (617) 470-1700, ext. 313.

Developmental Funding: Local and Limited Federal Funding JDRP No. 74-25 Approved: 4/29/74

Compiled Summer 1980

PROJECT

ALPHAPHONICS: Reading Readiness Training Program

descriptors

Kindergarten, Reading Readiness, Self Concept

target audience

Approved by JDRP for kindergarten students. This program has been used in other settings for students at all ability levels in preschool and primary grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A 26-week success-oriented reading readiness program employing an organized phonics system to be used as a foundation for any reading system or program.

Alphaphonics increases reading achievement by promoting the acquisition of basic readiness skills while it helps children develop positive academic self-images. The program utilizes repetition, discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition of letter sounds, systematic review, and immediate correction or confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

An Alphaphonics lesson lasts about 20-30 minutes every day. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require the use of a teacher's aide, although the use of aides allows increased individual attention to each student.

The Alphaphonics manual is used as one of two basic texts for "What Do You Expect?" the ITV Consortium Television training program developed for teachers, parents, and aides by Dr. Lenore Jacobson.

evidence of effectiveness

The program was measured by Comprehensive Test of Basic Skills tests of reading readiness and reading achievement, administered annually. At the end of kindergarten and grades 1, 2, and 3, the Alphaphonics group scored significantly higher than control groups (of the order of one standard deviation). Details of study available from project.

implementation requirements

The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Alphaphonics manual, Astro's Bag, and Astro Doll. Optional materials are useful and recommended.

financial requirements

Alphaphonics manual including Astro's Bag (one per classroom), $40; Astro Doll, $40; One to One, $2.50; Game Book, $5; complete set of reading readiness materials, $90 per classroom; individualized reading, $95; one-day training, costs of trainers' transportation and per diem (honorarium $100 per day during weekends and summer only); training cost through videotaped series varies; filmstrip and cassette overview, $10.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (cost to be negotiated). Training and implementation services are provided at project site or adopter site (cost to be negotiated). Training available as inservice workshops or certified college course for one or two days; additional training through videotaped instructional series "What Do You Expect?" is available.

contact

Jeanne Stout Burke, or Gretchen Ross, or Judith Brown, Co-Directors; Alphaphonics; Ponderosa School; 295 Ponderosa Rd.; South San Francisco, CA 94080. (415) 588-8082.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-15 Approved: 2/26/74

Compiled Summer 1980

PROJECT BASIC: Basic Adaptable Skills for the Individual Child

descriptors

Class Management, Kindergarten, Mathematics, Primary Education, Readiness, Reading

target audience

Approved by JDRP for grades K-4. This program has been used in other settings with grades 5 and 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Four separate but interrelated programs consisting of highly structured, sequential, individualized curricula in readiness, mathematics, and reading.

Individually Prescribed Instruction (IPI) curricula were developed at the University of Pittsburgh's Learning Research and Development Center. The IPI program was designed to meet the individual developmental needs of young children in the following basic areas: Primary Education Program and Perceptual Skills, which emphasizes pre-reading and math objectives in a hierarchical order for preschool, kindergarten, and special education students in quantification, classification, visual motor, auditory motor, general motor, and letters and numerals; Early and Primary Reading, a phonetic approach emphasizing mastery of specific reading skills; Math, stressing individual progress with continuous growth in numeration/place value, addition, subtraction, multiplication, division, fractions, money, time, systems of measurement, geometry, and application; Intermediate Reading, stressing individual and group instruction in comprehension skills.

Each BASIC component emphasizes student-management skills, positive reinforcement, continuous testing, accurate and well-defined record keeping, and parent involvement. The curriculum is characterized by five critical elements: structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; an assessment system comprised of criterion-referenced tests matched to curriculum objectives; a management system designed to provide individual programs and learning experiences for children; individualized instructional materials, sponsor-developed commercial sources, and teacher-constructed materials; and a monitoring and record-keeping system depicting the location and mastery level of each student in each curriculum area.

evidence of effectiveness

Participation in BASIC results in increased levels of achievement in reading and math.

implementation requirements

The decision to replicate any part of BASIC should be jointly shared by administrators, teachers, and parents. Teachers are trained in implementation and monitoring. The Resource Center assists with preservice training and inservice training and provides continued assistance for the first two years. Special emphasis is placed on the individual school's management needs and evaluation.

financial requirements

Cost of replication varies with school size, degree of implementation, and equipment already available.

services available

A Follow Through Resource Center.

Awareness materials are available at no cost. A slide-tape and videotapes are available on loan. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site. Follow-up technical assistance is available to adopters.

contact

Candace Tobin, Resource Center Coordinator; Sibley School; Montevideo, MN 56265. (612) 269-6471.

Developmental Funding: USOE Follow Through

JDRP No. 77-149 Approved: 9/9/77

Compiled Summer 1980

PROJECT BASIC SKILLS IN READING (BASK)

descriptors Elementary Education, Performance Based Education, Remedial Reading, Resource Room Programs

target audience Approved by JDRP for readers, grades 1-3, scoring below the 40th percentile on the Gates-MacGinitie Reading Survey. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An exemplary project providing special instruction in the basic skills necessary for reading success.*

BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills -- readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Computerized information retrieval is used for diagnosis, prescription, and record keeping. The computer also processes progress reports for parents and school staff. The project is designed also for manual record keeping and data processing.

evidence of effectiveness The California Achievement Test: Reading (1970 edition) is used for evaluation. Since 1974, 76.7% of all participants reached or exceeded one month of gain for each month of service.

implementation requirements Adopting district must make firm commitment to the use of BASK, provide necessary training, and assign supportive staff to concentrate on the project.

financial requirements Cost of adoption varies with the number of persons trained, length of training required, project staff expenses for adopter-site training, adopter staff expenses for project-site training. Adopters must purchase training materials. Training manual (one per trainee), $15. A reading specialist trained at project site to train others at adopter site also needs a trainer's guide, $15. Adopter must purchase one set of tests, $15. A cost analysis sheet is available.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training (two or more days) is provided at project site (adopter pays its own expenses and purchases training materials). Training is also conducted at adopter site (costs to be negotiated).

contact Marjorie H. Benz, Title I Coordinator; Manchester Public Schools; Amoskeag School, 121 Front St., Manchester, NH 03102. (603) 624-6426.

Developmental Funding: USOE ESEA Title I JDRP No. 75-68 Approved: 9/11/75

Compiled Summer 1980

PROJECT PROJECT CATCH-UP

descriptors Continuous Progress Plan, Elementary Education, Remedial Mathematics, Remedial Reading, Resource Room Programs

target audience Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used with students at other achievement levels and in grades K-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A diagnostic/prescriptive laboratory program in reading and/or math.*

Project Catch-Up is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or math skills of underachieving children.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to three, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A wide variety of readily available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic/prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" -- to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

evidence of effectiveness The project utilizes pre- and posttesting (Comprehensive Test of Basic Skills in reading and math). For the past eight years, the median student has consistently gained 1.5 months in reading and math skills for each month in the program (data validated by Research Management Corporation). Originating-site students are low achievers in a low-income urban community. Similar gains by adopters in rural and middle-income schools have been validated. Annual evaluation data are available.

implementation requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; use high-interest materials insofar as they are available. The project can be adopted for a grade level or a school, and it can offer instruction in reading, math, or both.

financial requirements Tests and instructional materials: from $.50-$20 per child, depending on funds available. The project itself sells no materials; all are commercially available and thoroughly tested; many are already found in most schools. Equipment: three high-interest instructional machines, maximum cost $300 per laboratory; most schools already have at least one such machine. Staff needs may be met by reassignment of personnel in any school with Title I funding.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials, other sample materials, and technical assistance in securing funding are available at no charge. Visitors are welcome by appointment. Staff are available for out-of-state awareness conferences (costs to be negotiated). Inservice is available at project site and out of state (costs to be arranged). A long distance inservice system that includes a series of tapes and filmstrips is available for remote areas.

contact Fay Harbison; Newport-Mesa Unified School District; P.O. Box 1368; Newport Beach, CA 92663. (714) 760-3300.

Developmental Funding: USOE ESEA Title I JDRP No. 34 Approved: 4/4-5/73

Compiled Summer 1980

PROJECT CATCH UP - KEEP UP

descriptors Elementary Education, Remedial Reading, Secondary Education, Teacher Education

target audience Approved by JDRP for students in grades 5-8 who are reading two or more years below grade level. This program has been used in other settings with students in grades K-4 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A remedial reading program and inservice teacher training.*

The goal of this project is to raise the reading level of children who read below their grade level -- one month growth for each month in the program. The population in the community is in the lower-middle income range and highly mobile. Children who score two or more years below grade level on the Gates-MacGinitie reading test receive instruction in small groups from reading specialists, in the reading lab and/or in the classroom. Reading specialists spend at least 50% of their instructional time working in the special reading lab. The rest of their time is spent working with target children in their regular classrooms in concert with classroom teachers to provide inservice teacher training. When the training occurs in the classroom, the regular teachers and aides are able to learn new techniques and strategies for teaching reading. This profits not only the target student but all students in the class. Students meet with the reading specialist for 20-50 minutes four days each week and remain in the program for at least one semester.

Instruction in reading is individualized for each student using the Flowing Wells Reading Support System, which carefully diagnoses a student's reading deficits, provides prescriptive activities, and includes an evaluation procedure to determine the student's progress. The reading labs serve as locations for specialized instruction, as well as a reading materials resource center for teachers. The reading specialists offer demonstrations, workshops, and seminars for teachers and provide creative reading materials such as board games, posters, audiotapes, and self-paced exercises for loan to students, teachers, and parents. The reading labs are decorated in lively and interesting fashion with unique niches and private retreats to enhance the appeal of reading. Students are evaluated on an ongoing basis using the Flowing Wells Reading Support System. In this manner of continuous monitoring, a current record of student growth in reading skills is readily at hand for the reading specialist and classroom teacher. Gates-MacGinitie standardized reading tests are administered three times per year as a means of determining normative growth.

evidence of effectiveness In 1974, Gates-MacGinitie reading scores collected during 1973-74 from students in grades 5-8 enrolled in Title I funded schools were submitted to JDRP. Data analysis indicated that students who remained in the program for at least three months made significant gains in their reading level. From the beginning of the program, students have met or exceeded the program goal: at least 75% of the students gain one month in reading level for each month in the program.

implementation requirements This program involves the entire school system. It would be difficult for a single teacher to adopt only a portion of it. Basic implementation requirements are: one highly qualified and motivated reading specialist for every 225 students; a separate comfortable work area for small reading groups; a reading management system; active support from top-level administrators; teachers willing to release children to attend labs and willing to work with reading specialists; inservice training for administrators and reading specialists; administration of evaluation forms before and after the program.

financial requirements Costs budgeted for the 1975-76 school year based on 225 students in the program were approximately $370 per student. Most of the cost is salaries for reading specialists. The Flowing Wells Reading Support System (RSS) is available for $25.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses must be paid).

contact James L. Neeley, Coordinator; Dissemination Project; Project Catch Up - Keep Up; Flowing Wells Schools; 1444 W. Prince Rd.; Tucson, AZ 85705. (602) 887-1100, ext. 232.

Developmental Funding: USOE ESEA Title I JDRP No. 74-120 Approved: 12/16/74

Compiled Summer 1980

PROJECT A CHANCE FOR EVERY CHILD

descriptors Elementary Education, Remedial Reading

target audience Approved by JDRP for low-achieving students and their teachers in grades 1-6. This program has been used in other settings with students of average or above average abilities, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A diagnostic/prescriptive program for low-achievers that is carried out within the regular classroom and monitored by consultants.*

A Chance For Every Child uses a team approach to solve the problems of low-achieving students within the regular classroom. Reading specialists work with classroom teachers and principals to develop a sequential program for selected students.

The project's unique success cycle is due to eight factors: the classroom teacher retains instructional responsibility; classroom teacher-consultant dialogue is continual; teacher managerial and instructional skills are upgraded; the student is provided with instruction at his/her individual level; high-interest materials and student recognition are effective motivators; teacher and student attitudes change gradually; high morale is maintained for teachers and students; and achievement, self-confidence, and motivation continue to grow.

evidence of effectiveness Student population is low-achieving, low-income, and urban fringe. Alternate forms of the Gates-MacGinitie Reading Test are used for pre- and posttesting. In the last three years, 52% of program students made gains of 1.6 or greater; 76% gained one year or more.

implementation requirements Key personnel visit the demonstration site. Formal approval for adoption and statement of assistance must be signed by the superintendent and the board of education. Potential adopter provides numerical evidence showing a need for the project, human resources capable of carrying it out, and financial resources to implement and continue the project for a minimum of two years. Smallest adopting unit possible is one school. One reading consultant is required for every 10-12 teachers, who will monitor approximately 80 students.

financial requirements Initial costs for materials and equipment vary from $500 to $3,000 per building. Pre- and posttesting costs average approximately 60¢ per child. The largest single item in the budget is personnel. Minimum cost per building for project materials is $150.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid). Management and consultant manuals and follow-up consultant service are also available (costs to be negotiated).

contact Kathryne D. Sowinski, Director; Title I; Van Dyke Public Schools; 22100 Federal; Warren, MI 48089. (313) 757-3438 or 757-6600, ext. 316.

Developmental Funding: USOE ESEA Title I JDRP No. 76-89 Approved: 7/1/76

Compiled Summer 1980

PROJECT CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program

descriptors Elementary Education, Remedial Reading, Resource Room Programs

target audience Approved by JDRP for pupils, grades 1-6. Although developed for the disadvantaged student population, this program can be used in other settings for any comprehensive elementary school reading program, grades 1-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An individualized reading program increasing the basic skill reading-achievement levels of inner-city students.*

Each student is individually assessed and placed on a level where he/she can function effectively with the curricular materials in use. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, using any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. According to validators, this program provides teachers with an accurate assessment of each student's reading skills on a day-to-day basis. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to the next. The validators judged the program to be inexpensive to implement and highly motivating for participating students because of its use of contracts and self-correctional procedures and its built-in success factors.

The Classroom Intervention Project has three major objectives: attainment of a year's growth per year in regular inner-city classrooms; attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that underachievers acquire reading skills at a rate of 1.0 gain per year.

evidence of effectiveness Regular students more than doubled their average reading gain, averaging 1.29 years' growth as shown by pre/posttesting with the Metropolitan Achievement Test. Similarly, 63.68% of 121 students gained a year's growth or more in reading. Special education students across two project years averaged 1.09 years' growth. The resource room, serving severely disadvantaged readers, produced 1.35 years' gain per student.

implementation requirements Any basal reading series can be converted from group into an individualized instructional procedure. By May 1978, individual contracts had been developed for nine major series. Adoption is easier for districts choosing a series for which individualizing has been completed, but an adoption can be made for any reading series. For most school districts, the expense of support aide time is not available, so either cross-age peer tutors or community volunteers must be recruited to support the classroom teacher during the individualized reading period.

financial requirements Most of the curricular costs are first-year start-up expenses. Curricular material costs can run as high as $11.03 per student if no basal reading series are available. Aide time during reading costs $32.70 per student in Seattle. Program maintenance costs approximately $5 per student.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome any time. Training is conducted at the project site (adopting site pays only its own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Wayne E. Foley, or Robert B. Hamilton; 520 N.E. Ravenna Blvd.; Seattle, WA 98115. (206) 587-4334.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-77 Approved: 11/10/75

PROJECT COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP)

descriptors Arithmetic, Kindergarten, Mathematics, Primary Education, Problem Solving

target audience Approved by JDRP as a sequential mathematics curriculum for students of all abilities, grades K-3. This program has been used in other settings as a K-6 program, with entering sites limited to K-5 participation until completion of sixth-grade entry programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels.*

An underlying assumption of the CSMP curriculum is that children can learn and can enjoy learning much more math than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging.

A feature unique to CSMP is the use of three nonverbal languages which give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome, clumsy linguistic prerequisites. These languages include: the Language of Strings (brightly colored strings and dots which deal with the fundamentally useful and important mathematical notion of sets); the Language of Arrows (colored arrows between pairs of dots which stimulate thinking about relations between objects); and the Language of the Papy Minicomputer. The Minicomputer, a simple abacus that models the positional structure of the numeration system, is used both as a computing device and as motivation for mental arithmetic. Its language can be used to represent all decimal numbers, positive or negative, and encourages creative thinking about the nature and properties of numbers. CSMP is flexible enough to facilitate whole-group, small-group, and personalized instruction, and is appropriate for all children from the "gifted" to the "slow learners." It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationally.

evidence of effectiveness As measured by Comprehensive Tests of Basi[illegible] Stanford Achievement Test, and others in 1973-77, CSMP students [illegible]ter than non-CSMP students in relational thinking, estimation, large numbers, fractions, and word problems; show greater enthusiasm and interest in their math program; and learn traditional math skills and concepts as well as or better than students in more traditional programs.

implementation requirements School system signs cooperative agreement with CSMP and appoints local coordinator who undergoes 3-10 days of training (depending on highest grade level adopted) in St. Louis during spring or summer prior to first year of implementation. Coordinator trains all teachers new to CSMP before start of school. Smallest adoption unit is one teacher in one classroom. No training charge, but system pays expenses to attend training. Teachers and coordinators are required to buy training kits: K-1, $4.35; 2-3, $4.40; 4-6, $7.50. Optional adopter-site training is available; there is a fee for this service.

financial requirements Start-up costs for one teacher and 30 students: kindergarten, $80.25; first grade, $144.45; second grade, $180; third grade, $189.50; fourth grade, $192; fifth grade, $197.95. Replacement costs for 10 students: kindergarten, $8.20; first grade, $18; second grade, $32.25; third grade, $41.05; fourth grade, $41.75; fifth grade, $45.75.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials available free. Sample sets of curriculum materials available on 90-day approval. Field representatives available for general awareness conferences; one- and two-day awareness workshops provided for LEAs seriously considering adoption (travel expenses shared). Visitors are welcome at developer and observation sites. Free training sessions provided at developer site for LEA coordinators who then train their own staffs. Training provided at adopter sites for a fee. Technical assistance available including evaluation help.

contact Ron Ward, Associate Director for Dissemination; CEMREL-CSMP; 3120 59th St.; St. Louis, MO 63139. (314) 781-2900, ext. 242.

Developmental Funding: USOE ESEA Titles III and IV, and National Institute of Education

JDRP No. 78-169 Approved: 3/17/78

Compiled Summer 1980

PROJECT COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM IN READING AND MATHEMATICS (CADPP)

descriptors

Computer Managed Instruction, Elementary Education, Remedial Mathematics, Remedial Reading, Resource Room Programs, Secondary Education

target audience

Approved by JDRP as a reading program for grades 3-9 and as a math program for grades 3-7.

description

A computer-assisted management system providing diagnosis of basic needs in reading and mathematics and prescriptions to assist in teaching to those needs.

CADPP is a remedial program in reading and mathematics designed to supplement the regular school program. The Title I skills continuum builds upon skill areas taught in the regular school program, but it uses different supplemental materials. Both regular and Title I curricula develop and utilize teacher-made games, worksheets, and manipulative materials. No special equipment and no single commercial program is used in the classroom because the staff believe that diverse learning styles require a variety of supplemental materials to reinforce skills. CADPP has three major components: a diagnostic approach to individualized instruction; a learning center approach to classroom management; and an individual, computerized prescriptive approach to instruction in areas of need.

Essential elements of the program include diagnosis with a criterion-referenced test, use of a computer to develop an Individualized Educational Plan, an instructional management system incorporating learning stations, and maintenance of a continuing computer update of instructional activities and pupil progress.

Use of a computer to perform the clerical duties allows teachers more time for instruction. Intense staff development provides the computer with a data bank containing information on student characteristics (functioning levels, interests, and effective learning modes) and learning material characteristics (difficulty levels and teaching modalities). After diagnostic testing and teacher observation define skill needs, the computer matches the two sets of characteristics to prepare the prescription best suited to each individual student. The student receives individualized instruction and the teacher receives technical assistance in effective implementation of the student's program.

evidence of effectiveness

Three-year fall-to-fall testing (1976-78) with the Science Research Associates Achievement Series documented positive trends through standard score gains. Grade 3 students showed the highest gains in reading, with 23 NCEs; grades 6 and 7 evidenced 8 NCEs. Gains in math ranged between 22 NCEs for grades 4 and 5 and 6 NCEs for grade 3. Overall, the gap between scores of participating and nonparticipating students was narrowed.

implementation requirements

CADPP can be adopted by a single classroom unit or by several units. Extensive staff development and training in criterion-referenced design and development, instructional management systems, performance/process evaluation, monitoring, and individualized instruction via the learning station approach to management are required.

financial requirements

Based on 468 pupils, start-up cost is $45.51 per pupil. In addition, cost for implementing a criterion-referenced testing program and instructional management system is $13.64 per pupil. Continuation costs are $10.32 per pupil, based on 630 students. Costs may vary in different locations, depending particularly on charges for computer time.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff may attend a limited number of out-of-state awareness meetings. Training is conducted for a limited number of adopters at adopter sites.

contact

Debra J. Glowinski, Federal Programs Director; Title I Office; Box 292; Dillwyn, VA 23936. (804) 983-2714 or -2863.

Developmental Funding: USOE ESEA Title I

JDRP No. 79-15 Approved: 6/12/79

Compiled Summer 1980

PROJECT CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

descriptors Arithmetic, Continuous Progress Plan, Elementary Education, Mathematics, Performance Based Education, Secondary Education

target audience Approved by JDRP for students of all abilities, grades 1-8. This program has been used in other settings with grades 9-12, but no evidence of effectiveness has been submitted to or approved by the panel.

description *A sequential small-group mathematics program designed to meet the needs of all children.*

The Conceptually Oriented Mathematics Program is a management system that provides a list of sequential skills to be mastered in each of the basic skills areas. It is designed to meet individual needs through small-group instruction.

Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into two or more steps. (Step Z in each level provides additional materials for the highly motivated student.)

The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students.

evidence of effectiveness Data from pre- and posttesting in 1971-72 of COMP students in grades 1-8 with Iowa Test of Basic Skills showed that 77% increased their percentile ranking pre to post. Further annual testing of the same students showed continued gains: 64% in 1972-73 and 58% in 1973-74.

implementation requirements One day of training prior to implementation is required. All teachers and administrators involved in adoption should attend. One day of training following implementation is also required. Adopter school's needs will determine the date. Adopter designates one staff member to serve as project contact person and coordinator.

financial requirements Exclusive of textbooks and the coordinator's salary, the basic costs are an average of two guidebooks per teacher, at $10 per book (price includes postage and handling) and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances become available.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors can see COMP in action at several adopter schools by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated).

contact Alta M. Harness, Director; COMP Consultants, Inc.; 916 Tandy Ave. #1; Columbia, MO 65201.
(314) 449-0881.

Developmental Funding: USOE ESEA Title III JDRP No. 74-114 Approved: 12/6/74

Compiled Summer 1980

PROJECT

PROJECT CONQUEST

descriptors

Elementary Education, Reading, Resource Room Programs

target audience

Approved by JDRP as a reading program for grades 1-6. It has been used in other settings as a first-grade (repeaters) through ninth-grade program for students below grade level but potentially able, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A highly individualized diagnostic and prescriptive reading program.

Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work alone in individual carrels under the supervision of clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

Conquest labs are attractive, appealing places for students to come. Well-equipped and colorfully decorated by the staff, they serve both to motivate and teach project children.

Each Conquest lab requires one classroom typically located in the school it serves. The classrooms are used full days for the entire year. A portable classroom located near the central school building can be used if other space is not available.

Individual study carrels are vital to Conquest labs. Each carrel is labeled with the student's name, so it becomes his or her personal work space. Students like this arrangement, and teachers find that carrels encourage students to work independently. Individual instruction is also facilitated by the use of carrels.

evidence of effectiveness

Conquest students and comparison groups were pretested and posttested in fall and spring on the Gates-MacGinitie (grade 1 repeaters only through grade 3) and CAT (grades 4-6). The test results indicated that Conquest students scored higher on these tests than comparison groups and achieved a gain of at least nine months to two years annually in the program. Financial and evaluation data were collected in 1973-76.

implementation requirements

Materials used: programmed materials, phonovisual charts and words, books, kits, audiovisual materials, games, supplemental nonprogrammed materials, teaching machines (commercial), commercial materials, and teacher-made materials, including Conquest Instructional Survival Kit (CISK).

financial requirements

Total estimated costs are $450 per pupil after start-up. Initial cost for equipping one reading-room/clinic is approximately $6,000.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome at project site and additional out-of-state demonstration sites by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

contact

Lucille Cummings, Coordinator; Conquest Diffusion System; 1105 E. Fifth St.; Metropolis, IL 62960. (618) 524-2664. Betty P. Spann, Director; Conquest Demonstration Site; 4400 Grand; East St. Louis, IL 62207. (618) 274-0926.

Developmental Funding: USOE ESEA Title I JDRP No. 74-12 Approved: 2/20/74

Compiled Summer 1980

PROJECT

CRITERION READING INSTRUCTION PROJECT (CRIP)

descriptors

Kindergarten, Language Arts, Preschool Education, Primary Education, Reading Readiness, Resource Room Programs

target audience

Approved by JDRP for grades pre-K through 3.

description

An individualized language arts readiness program.

Specific performance objectives are divided into four major readiness areas: psychomotor, auditory, visual, and oral language. These four areas are further segmented by 11 subdivisions: small motor, large motor, coordination, directionality, auditory discrimination and classification, visual discrimination, visual comprehension, visual memory, oral composition, and oral vocabulary. A hierarchy of 115 reading readiness skills constitutes the CRIP continuum.

Children go to a specially equipped room where instruction is geared to individual demonstrated needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work independently or in small groups.

Pre-kindergarten and kindergarten children in the public schools meet for 2-1/2 hours in morning or afternoon sessions five days per week. First-, second-, and third-grade students are scheduled for a minimum of one-half hour per day, five days per week. Teacher's aides are helpful for maintaining the classroom inventory of equipment and instructional supplies, recording test scores, and assisting teachers in nonteaching duties.

evidence of effectiveness

Pre-kindergarten through grade 3 students were assessed for levels of functioning in cognitive, affective, and psychomotor domains. Pre-kindergarten through grade 1 students met the cognitive performance objectives, many scores approximating national norms. All grades met psychomotor performance objectives. On the affective measure, pre-kindergarten through grade 1 students met the criterion.

implementation requirements

Inservice training is helpful; however, no special training is available to districts through the project. Teachers are provided with a Teacher's Guide, Test-Teach-Test handbook, individual pupil profile cards, and class record booklet. All instructional materials have been coded to specific skills for easy reference.

financial requirements

For 1979-80, the per-student cost was approximately $800, including supplies, equipment, and staff salaries.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings.

contact

Anita M. Schmidt, Director; Elementary Education and Title I; School #4 Annex; Dill Ave.; Linden, NJ 07036. (201) 486-2530.

Developmental Funding: USOE ESEA Title I

JDRP No. 32

Approved: 4/9/73

Compiled Summer 1980

PROJECT DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER

descriptors Arithmetic, Kindergarten, Language Arts, Primary Education, Reading

target audience Approved by JDRP for K-3.

description *A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language.*

The Dayton Follow Through Program attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed.

Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: teacher presents a task from a developed manual, using specified questions; children respond verbally; teacher evaluates their answers, reinforcing good responses; teacher uses a specified procedure to correct wrong answers; all tasks in a lesson are completed, following steps 1 to 4; children are given take-home materials related to the lesson, which are later reviewed in class.

Another aspect of the program is active parent involvement -- as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid paraprofessionals.

evidence of effectiveness Testing of low-income children in the first cohort of participants (1968-71) with the Stanford-Binet showed significant gains. Testing in subsequent years using the Multiple Access Test showed significant growth in math, language, and spelling, while results of the Wide-Range Achievement Test showed gains meeting or exceeding national norms in all areas. In 1976, the IARS Responsibility for Failure and Responsibility for Success showed positive affects for project participants.

implementation requirements The decision to adopt the Dayton Follow Through Program should be jointly shared by administrators, teachers, and parents. Program implementation can begin immediately after training. The program is adaptable for pre-kindergarten through third grade. Paraprofessional or volunteer assistance is strongly suggested.

financial requirements Assuming 30 students per class, per-pupil costs, by subject area and grade level, for initiation and maintenance (maintenance cost in parentheses): Reading I, $14.02 ($5.35); Reading II, $16.82 ($5.35); Reading III, $27.12 ($7.40); Language I, $8.52 ($3.55); Language II, $9.27 ($4.30); Language III, $14.40 ($5.25); Math I and Math II, $10.32 ($5.35). If two or more programs are used, the cost of a paraprofessional should be added. Prices subject to change.

services available A Follow Through Resource Center.

General descriptive materials available free. Multimedia materials (films, videotapes, cassettes, and printed information) are also available. Visitors welcome by appointment. On- and off-site one-day awareness sessions and three-day training sessions (including program orientation, introduction to curriculum materials, and laboratory experiences) are offered to teachers, paraprofessionals, supervisors, and administrators. Project staff will provide training and monitoring services averaging one day per month at no cost to adopter site.

contact Willetta C. Weatherford, Director, or Laura H. Lansdown, Coordinator; Dayton Follow Through Resource Center; 3410 Hoover Ave.; Dayton, OH 45407. (513) 268-1641.

Developmental Funding: USOE Follow Through JDRP No. 77-132 Approved: 8/24/77

Compiled Summer 1980

PROJECT DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

descriptors

Arithmetic, Continuous Progress Plan, Elementary Education, Remedial Mathematics, Resource Room Programs

target audience

Approved by JDRP for students functioning at grade levels 3-5. This program has been used in other settings with grade levels 1, 2, and 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A basic arithmetic program with emphasis on developing, modeling, and mastering the basic concepts and skills.

DPA is the arithmetic component of a total mathematics program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation, and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned, using the DPA Teacher's Manual and other DPA resource materials. Each of the more than 75 concept-developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, record-keeping procedures, classroom management techniques, and instructions for developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN, Title I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher, in a large group, small group, or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real life situation.

This is a concept-based program that uses manipulatives and physical materials and is adaptable to special education students.

evidence of effectiveness

Each year for the past eight years, DPA used the Stanford Diagnostic Arithmetic Test and Stanford Diagnostic Mathematics Test to pre- and post-test approximately 400 participants. The target group was comprised of educationally and economically disadvantaged students, according to Title I criteria. These students achieved an average gain of 15 months in seven months of instruction.

implementation requirements

To demonstrate its need and desire for DPA, a district must take the following steps: submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; provide for the release of participating teachers and supervisors for three full days of preimplementation training; administer a standardized test as a pre/post instrument and provide DPA with a summary of results; employ ongoing DPA diagnostic tests for planning instruction; purchase the necessary commercial materials; identify a teacher or supervisor who will act as the DPA on-site coordinator and liaison; and encourage cooperative planning and exchange among program teachers.

financial requirements

Start-up costs for curriculum and testing materials are about $7 per pupil or $200 per classroom or resource teacher. Maintenance costs are usually less than $2 per pupil.

services available

An NDN-funded Developer/Demonstrator project.

Awareness booklets, brochures, and a filmstrip are available. Arrangements can be made for visitations to the demonstration site, awareness presentations, and miniworkshops. Preimplementation training workshops for teachers and supervisors (three full days) are conducted at the project site or the adopter site. Teacher's manuals, testing, and resource materials are distributed during training. Follow-up meetings for technical assistance are scheduled to meet the needs of the adopting district.

contact

Matthew Scaffa, Director, or Janet Castellano, Project Coordinator; Community School District #31; 211 Daniel Low Terr.; Staten Island, NY 10301. (212) 447-3637.

Developmental Funding: USOE ESEA Titles I and III JDRP No. 74-68 Approved: 9/18/74

Compiled Summer 1980

PROJECT DISCOVERY THROUGH READING

descriptors Primary Education, Remedial Reading, Resource Room Programs

target audience Approved by JDRP for low-achieving students in reading, grades 2-3. (Limited grade span was due to available funding.) It has been used in other settings with grades 1 and 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.*

Discovery Through Reading is an instructional program in reading that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location outside the regular classroom. Each full-time Discovery teacher's maximum case load is 30 students. A key organizational feature of instruction is the "task sheet," an agenda which lists six specific activities to be completed by a student during each session. The task sheet helps teachers decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a nonthreatening environment. A student competes only with himself/herself, and performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and that goals are being achieved.

evidence of effectiveness Students were pre- and posttested with appropriate levels of the Botel Word Inventory and the Stanford Reading Test each year until 1978. Evaluation results indicate 85-95% of students make a year's gain (or better) annually in the program. (Beginning in 1978-79, only the Stanford Test was used.) Target schools are identified on the basis of low income. Students selected must be reading at least one year below grade level.

implementation requirements Several alternatives for adoption are available: PIP (Project Information Package) alone; training by Project Director, with/without PIP, at adopter site; training with PIP of a trainer at demonstration site. Program can be adopted by a single school, grades 2-6; by a single grade level within a school; or by all elementary schools within a district.

financial requirements A wide variety of commercially available materials is used. We specifically require the use of five. Cost of these consumables is $15 per student per year. Certified teachers with no previous special training in reading are used at the original site. Paraprofessionals have been trained to conduct the program at other sites.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project or adopter site.

contact Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-112 Approved: 10/23/74

Compiled Summer 1980

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PROJECT EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)

descriptors

Perceptual Development, Primary Education, Reading, Reading Readiness

target audience

Approved by JDRP for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children, and children whose prereading perceptual skills development has limited beginning reading ability, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development.) Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles.)

Although primarily utilized as a full-time, self-contained unit, the program can be implemented on a resource or part-time basis. Right to Read and Title I funding sources are available to support adoptions.

evidence of effectiveness

For the third year of project development (1972-73), the project children scored greater gains on end-of-year Stanford Achievement Test: Paragraph Meaning than control groups. (Random control mean 13.024, project mean 18.741; matched control mean 10.916, project mean 18.974. Probability < .001, significant at .05 level.) Follow-up studies available.

implementation requirements

Any experienced primary teacher can implement the program following training. Attendance at a three- to five-day workshop is essential for adoption. Training is practical, and includes hands-on learning. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. A full-time paraprofessional aide is required for full implementation. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

financial requirements

Screening tests (Clymer-Barrett Prereading Battery and Cognitive Abilities Test) must be purchased, as well as the Prereading Assessment System developed by the project. Basic equipment and materials costs will vary between $500 and $5,000, depending on adopter's existing materials. Redirection of existing financial resources rather than added cost is the fiscal key. Reduction of student/teacher ratio to 20:1 and cost of paraprofessional aide must be considered.

services available

No special network funding supports this project's dissemination efforts.

In-depth awareness materials are available at no charge. Visitors are welcome by appointment at project site and at demonstration sites around the country. Awareness sessions are offered at potential adopter sites (honorarium and expenses must be paid). Training is available at adopter site (honorarium and expenses must be paid). Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available.

contact

Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-57 Approved: 5/23/74

PROJECT THE ELECTRIC COMPANY

descriptors Elementary Education, Mass Media, Reading

target audience Approved by JDRP for children, grades 2-4, below grade level.

description *The use of television in teaching reading skills to young children.*

The Electric Company represents the first large-scale experiment in the use of television in teaching reading skills to young children. Televised curriculum and its accompanying classroom materials are built around specific goals in 19 curriculum areas. It began as a national program in many schools throughout the country and was incorporated as a part of the teaching program as a supplement to the regular school reading instructional program. Show guides and suggested classroom activities are available.

evidence of effectiveness Comparison was between experimental and control students. The former viewed the Electric Company once daily, in school, for one season (130 thirty-minute programs). Controls received only regular school reading instruction. Neither group could view the program outside school. Students who viewed the program scored generally higher on reading subtests than nonviewers.

implementation requirements Not applicable.

financial requirements Curriculum is televised nationally. Optional instructional materials may be obtained from the project and other selected distributors. Cost involved is minimal.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors in educational administration or research are welcome by appointment, but there are no facilities for teacher visitations. Out-of-state training is available through field officers who are located in different states. For referral, contact W. R. H. Smit at One Lincoln Plaza, New York, NY 10023; (212) 595-3456. Project staff may be able to attend out-of-state conferences.

contact Evelyn P. Davis; Children's Television Workshop; One Lincoln Plaza; New York, NY 10023. (212) 595-3456.

Developmental Funding: USOE Office of Libraries and Learning Technology

JDRP No. 74-23 Approved: 4/29/74

Compiled Summer 1980

PROJECT EVERY STUDENT EVERY DAY [formerly Expanded Services in Early Learning, Reading, and Mathematics]

descriptors

Elementary Education, Kindergarten, Remedial Mathematics, Remedial Reading, Resource Room Programs, Secondary Education

target audience

Approved by JDRP for low achievers in grades K-8.

description

A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

Ongoing diagnosis of pupil need is the core of this program. Students are guided through graded learning experiences until they achieve mastery. Each day's teaching-learning experience is specific to each child. Both teachers and paraprofessionals are used to maintain a ratio of four or five children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher.

Students attend special classes for 45 minutes daily. Each student's program provides three changes of activity during the period to ensure full concentration during his or her attention span. The program is an instructional management system using every possible strategy to ensure that the right instruction reaches each student at the moment it can be most effective. Both specially developed and commercially available materials are used. Test and practice materials copyrighted as "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials.

Inservice work with teachers and aides is a very important part of the program. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to each student's need, use commerical materials properly, and build their own materials.

This basic-skills program is self-correcting; it draws attention to specific learning problems and indicates where help is needed. In 10 years, more than 1,500 pages of tests and special exercises have been prepared. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

evidence of effectiveness

Scores on the Comprehensive Test of Basic Skills (CTBS) for the years 1976-77 and 1977-78 show average improvement of 16 percentile rankings for 2,400 children in the reading program, 20 percentile rankings for 900 children in math, and 50 percentile rankings for 440 children in the kindergarten language program.

implementation requirements

The reading program uses a teacher and an aide who work with five groups of 10-12 students per day. The math program can operate in the same way or with a paraprofessional tutor working with five groups of five students. The language program also operates with tutors working with five groups. The reading and math programs are geared to an optical mark reader for scoring exercises. This equipment is available on a monthly rental basis. Special materials developed for the program are available from Precision Teaching Associates.

financial requirements

St. Mary Parish serves more than 2,000 students per year in its Title I programs. The per-pupil cost, including all salaries, is under $500 per year. Start-up costs are slightly higher.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials (brochure, slide-tape presentation) are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact

Darryl Boudreaux, Federal Project Administrator, or Carlton M. Singleton, Project Director;
St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250 or -0218.

Developmental Funding: USOE ESEA Title I JDRP No. 78-198 Approved: 11/27/78

Compiled Summer 1980

PROJECT FLINT FOLLOW THROUGH PROJECT: Direct Instruction Resource Center

descriptors

Arithmetic, Kindergarten, Language Arts, Performance Based Education, Primary Education, Reading

target audience

Approved by JDRP for low-income children, grades K-3. This program has been used in suburban, rural, and bilingual communities and in compensatory, talented, and special education classrooms, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A parent-implemented program using the Direct Instruction Method of Teaching Reading, Language, and Arithmetic with potentially low-achieving children.

Flint Follow Through provides comprehensive services to students. A parent-implemented project, it encourages and facilitates active parental involvement at an advisory level.

The program's nationally validated instructional model, the Direct Instruction Method of Teaching Reading, Language, and Arithmetic, employs skillfully designed materials requiring precise teacher behaviors. The materials are highly structured and sequenced, with scripted lessons in each curricular area. Each area is taught in daily 30-minute blocks, with rapid pacing and varied reinforcement activities. The instructional groups are small, and the teacher is seated within touching distance of the students in order to focus on students' performance. Sufficient time-on-task, active student participation, and clearly defined student expectations are integral to Direct Instruction. Individual student progress is regularly monitored through criterion-referenced materials. Continuous staff development assures proficiency in correction/precorrection strategies, behavior management, and classroom organization techniques.

evidence of effectiveness

Evaluation data show that students who participated in the Flint Follow Through Project scored at the 50th percentile on standardized achievement tests. Students in the Direct Instruction model scored at a statistically significant higher level in the affective and cognitive domains.

implementation requirements

The decision to adopt the Direct Instruction model should be jointly shared by administrators, teachers, and parents. The instructional model is installed in kindergarten or first grade the first year, and a grade level is added in subsequent years.

financial requirements

Costs of program replication include staff training, materials, and evaluation. Local capacity building funds established by Flint Follow Through Resource Center enable adopting districts to partially defray expenditures. Installation of program costs less than $12 per child.

services available

A Follow Through Resource Center.

Awareness materials are available. Awareness sessions are available. Visitors are welcome at demonstrator site. Adopting districts receive a complete set of teacher materials, preservice training, continuous inservice, regular consultant services, pre/posttest materials, and technical assistance.

contact Marion Williams, Director; Flint Follow Through Project; 923 E. Kearsley St.; Flint, MI 48503. (313) 762-1452. Nina M. Jones, Coordinator; 614 W. Home Ave.; Flint, MI 48505. (313) 762-1705.

Developmental Funding: USOE Follow Through JDRP No. 77-122 Approved: 8/17/77

Compiled Summer 1980

PROJECT "GAMES CHILDREN PLAY" -- ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL

descriptors Class Management, Kindergarten, Mathematics, Primary Education, Reading, Self Concept

target audience Approved by JDRP for grades K-3. This program can be used with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program emphasizing use of instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.*

The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. The accomplishment of these goals is reflected in improved academic performance. Classroom management, which includes room arrangement, grouping, scheduling, record keeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding with the basal series used in individual schools. All instructional processes -- instructional games, classroom management system, and reading program -- help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

As in all Follow Through programs, the ILM implemented in the Atlanta Public Schools has strong parent involvement. Comprehensive health, psychological, and support services are emphasized, in addition to the instructional component. Staff development and evaluation are continuous for all components.

evidence of effectiveness Average Iowa Test of Basic Skills grade equivalent scores in reading and math (composite) grades 1-3 for Follow Through and non-Follow Through comparison schools in Atlanta (1973-74 through 1976-77): Follow Through sites exceeded non-Follow Through sites in 91.7% of the cases (FT = non-FT, 5.5%; FT < non-FT, 2.8%).

implementation requirements Successful replication of the ILM program in reading and/or math requires the active support of the local education agency. Supervisory personnel should participate in training activities. Adoption in reading requires funding for one paraprofessional per classroom. Training for an adoption in reading takes seven days and for an adoption in math, four days. Implementation must be for at least one year.

financial requirements Approximate cost of materials for an adoption in reading:' $75 per classroom. Approximate cost of materials for an adoption in math: $50 per classroom. Approximate cost of materials for an adoption in reading and math: $90 per classroom. Adoptions in reading entail salaries for paraprofessionals (one per classroom). Training and manuals are provided at no cost to adopting sites.

services available A Follow Through Resource Center.

Awareness materials, awareness presentations, and guided classroom observations are available, the last by appointment. Following an agreement to adopt the ILM, the Center provides no-cost training at project or adopter site, follow-up, and assistance in evaluating classroom management, instructional games, and integrated skills method of reading.

contact Stella S. Lewis, Director, or Jeanne M. Gray, Coordinator; Follow Through Resource Center; Atlanta Public Schools; 2960 Forrest Hill Drive Southwest; Atlanta, GA 30315. (404) 762-7206 or -6386.

Developmental Funding: USOE Follow Through JDRP No. 77-121 Approved: 8/17/77

Compiled Summer 1980

PROJECT GEMS: Goal-based Educational Management System

descriptors Class Management, Elementary Education, Kindergarten, Reading

target audience Approved by JDRP for grades K-6. This program has been used with grades 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.*

With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands -- phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, and test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing, and Retrieval.

evidence of effectiveness The GEMS research design yielded statistically and educationally significant gains in reading comprehension and vocabulary for each grade level, grades 1-6, in 12 pilot schools. The Stanford Achievement Test was used in grades 1 and 2 and the Iowa Test of Basic Skills in grades 3-6. The research study was conducted over a two-year period (1976-78).

implementation requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS book and an inservice manual are required for each teacher and administrator. Development of local leadership is emphasized.

financial requirements Costs are contingent upon group size, location, and levels implemented. Materials cost is $40 per teacher, for a grade-level GEMS Book with tests and strategies and an inservice manual. Maintenance costs can be absorbed within a regular school budget.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is conducted for a limited number of adoptions at adopter sites.

contact Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.

Developmental Funding: USOE Right to Read and ESEA Title IV-C JDRP No. 79-2 Approved: 2/16/79

Compiled Summer 1980

PROJECT THE GLASSBORO RIGHT-TO-READ PROJECT

descriptors Kindergarten, Primary Education, Reading, School Community Programs, Volunteers

target audience Approved by JDRP for students, grades K-3. This program has been used in other settings with students pre-K through grade 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An individualized, diagnostic/prescriptive, complete reading program based on a district assessment of staff and community needs.*

An essential element of the Right-to-Read program is a comprehensive assessment of student reading competencies, staff capabilities in the teaching of reading, and community (including parental) interest in reading programs. On the basis of this assessment, a program of staff development, reading instruction, and community support is drawn up and put into operation. Both assessment and program development are the responsibility of a Local Unit Task Force appointed by the superintendent and comprised of district staff members and parents.

Upon entering the program, each child receives a battery of teacher-administered diagnostic reading tests. Teachers use test results to ascertain each child's instructional reading level. Teachers then write individual instructional sequences for each child, which they follow either on a one-to-one basis or with small groups of children who are at the same developmental stage. Each child progresses at an appropriate rate for his or her developmental level. The array of reading skills used comes from commercially available sources. Districts interested in replicating the program may write their own skill array or use one or more of those available commercially.

Staff members inaugurate this program and carry it out on the strength of a staff development program directed by the Right-to-Read Coordinator. Among the topics covered are development of instructional materials and procedures of classroom management which complement the individualization of reading instruction. Community interest in the program has resulted in the formation of a parent volunteer group whose members serve as classroom aides and reading tutors.

evidence of effectiveness For the 1972-73 school year, the Classroom Reading Inventory, (William Brown Company, Dubuque, Iowa) was used. Between the pretest in September 1972 and the posttest in April 1973, there was an average gain of 2.14 years among children of all reading levels.

implementation requirements Commitment to the project's replication includes participation in a two-part, four-day training program in the essential elements of the Glassboro Right-to-Read project. Part I is a two-day workshop on "Developing a Plan for the Right-to-Read Program," following which the consumer district conducts a local needs assessment and develops a work plan. Sessions are conducted for the Local Unit Task Force and/or R_2R directors and teaching staff. In order to be eligible for the second part of the training program a consumer district must submit the work plan to the Glassboro project staff. Part II is a two-day workshop on program implementation.

financial requirements The major cost consideration is training of teachers who will carry out the diagnostic/prescriptive activities that are the heart of the program. Glassboro estimates a need for 20 hours of inservice training in diagnostic and prescriptive functions, as well as classroom management and instructional record keeping. After implementation, about one hour per week is needed for inservice training and planning.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Awareness filmstrip available for loan or purchase. Visitors are welcome at project site. Training manuals available at cost: Program Planning Procedure, Program Implementation, and Parent/Community Involvement. Turnkey Training Kit available at cost. Training and follow-up consultation available to educators whose districts agree to replicate the program's essential elements. Training is conducted at adopter site (expenses must be paid).

contact Rosemary Howell, Project Specialist; Carpenter St. & Bowe Blvd.; Glassboro, NJ 08028. (609) 881-6366.

Developmental Funding: USOE ESEA Title III JDRP No. 74-93 Approved: 9/18/74

Compiled Summer 1980

PROJECT "GO METRIC": A Supplemental Low-Cost Metric Curriculum

descriptors Elementary Education, Metric System, Secondary Education, Teacher Education

target audience Approved by JDRP for students of all abilities, grades 5-8. It has been used in other settings with grades K-4 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A low-cost metric curriculum which supplements existing programs.*

The unique design of "Go Metric" provides interested metropolitan and rural school systems as well as communities with a model for incorporating metric education into existing instructional programs at minimal additional cost and with no additional personnel.

This innovative program includes an elementary and secondary curriculum for all pupils in the school population and identifies a variety of teaching techniques involving the pupils in a variety of hands-on activities using metric equipment. Audio, visuals, and games are also utilized to accommodate the special needs of all students. To provide additional in-depth understanding of metrics, the inservice requires teachers to participate in the same metric exercises that are used in the classroom. The curriculum is arranged so that it does not intrude on an already crowded schedule but enhances metric instruction as teachers integrate it into appropriate instructional areas.

Upon request by school systems implementing the program, trained personnel are available to conduct a 15-hour inservice for school personnel. Content of this inservice includes background in metric measurement, orientation to the curriculum guides, use of metric equipment, and a plan for implementing the program within the regular curriculum.

evidence of effectiveness Data were collected using a locally developed metric criterion-referenced test and analyzed by a pre/post comparison of experimental and control groups. The experimental design was implemented annually over a three-year period. Results confirm program effectiveness in increasing students' knowledge and understanding of metrics.

implementation requirements The "Go Metric" program is designed to be adapted to any educational setting. Metric kits containing curriculum guides, tests, demonstration equipment, metric items for student hands-on experience, games, and puzzles are packaged in classroom sets for 30 students and require no additional facilities. For full use of the metric curriculum units, staff training by the project developer is recommended. The two-day training workshop, for one to 10 participants, may be provided either at the developer or adopter site.

financial requirements Local cost per pupil was $2.23, including the metric kit, teacher training, and 150 pupils per teacher. The metric kit costs $300. Staff training must be arranged.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available on request. Visitors are welcome to the project site by appointment. Project staff can attend out-of-state awareness conferences (expenses must be paid). Implementation consultation and staff training is provided at project site or adopter site (adopter must assume all costs).

contact John E. Roller, Director; "Go Metric" Project, or Roger E. Kruse, Director of Federal Programs; Tulsa Public Schools; 3027 S. New Haven; P.O. Box 45208; Tulsa, OK 74145. (918) 743-3381.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-195 Approved: 8/10/78

Compiled Summer 1980

PROJECT HAWAII BASIC SKILLS REMEDIATION PROJECT

descriptors Class Management, Elementary Education, Remedial Mathematics, Remedial Reading, Resource Room Programs

target audience Approved by JDRP for students, grades 3-6. It has also been used in other settings with grades 1-2 and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A reading program using a well-developed approach to classroom management through systematic behavioral reinforcement.*

Students are selected for the Hawaii Basic Skills Remediation Project by their teachers, with the approval of their parents. Parental approval is imperative because parents play a key role in the learning process: they help their children with their work during the evening, give encouragement for especially good work, and sign all homework assignments.

At the Skills Resource Center, each child is given an individualized instruction schedule and works individually or in 5-10 member groups. The teacher offers assistance when needed, checks to see how work is progressing, and spends 10 minutes with each child evaluating his or her work and making the next assignment. Children work with flash cards, language machines, tape recorders, and cassettes, developing skills in spelling, comprehension, and decoding.

The project employs systematic behavioral reinforcement; academic and non-academic accomplishments are reinforced through peer recognition, adult approval, and primary reinforcers linked with a token reward-feedback system. Points and smile stickers are earned for attendance and good work. Small prizes can be obtained by reading books. Membership in special "clubs" is open to pupils who reach specific achievement criteria, and children with a designated amount of earned points are invited to participate in such activities as popcorn parties.

The program has not only been successful in helping students develop reading skills, but it has also helped students who have difficulties with mathematics.

evidence of effectiveness The program met, surpassed, and almost doubled the objective criterion of 0.1 grade-level gain per month in reading skills. Children more than doubled their baseline learning rates while participating in the project.

implementation requirements Contact project directly for information.

financial requirements Cost per pupil varies with personnel costs. A variety of commercially available materials is used in instruction, including Science Research Associates reading tests, Chicago Reading Mastery, and Conquests in Reading, as well as various teacher-made response materials.

services available No special network funding supports this project's dissemination efforts. No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Richard Matsunaga, Coordinator, or Don Manalili, Assistant Coordinator; Title I, Hawaii District; Dept. of Education; P.O. Box 4160; Hilo, HI 96720. (808) 961-7238 or 935-1656.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-108 Approved: 10/18/74

Compiled Summer 1980

PROJECT HIGHER HORIZONS 100

descriptors Remedial Reading, Secondary Education

target audience Approved by JDRP for students in grade 9 with reading retardation problems. This program has been used in other settings with students in grades 7, 8, and 10 with reading retardation problems, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program for students with reading retardation problems, with a coordinated effort in language arts development in all content areas.*

The primary goal of the reading section of the program is to enable a student to make eight months' reading progress during the school year and thereby regain lost ground. Other goals are improvement of speech, mathematics, science, and social studies; helping students to adjust to high school behavior patterns; expanding students' background of experience; and improving self-concept. After completing one year in the program, students are evaluated and may return to the regular school program. Enrollees are within normal range of intelligence and without serious emotional problems but have one to four years of reading retardation. The speech of many is affected by a second language or dialect. Students are counseled frequently by the Higher Horizons counselor and instructors. The counselor-student ratio is one counselor to 100 students. Collaboration between instructors in the various subjects makes it possible to remedy weaknesses in language arts and other classes.

evidence of effectiveness Pre/posttesting in September and May uses Metropolitan Achievement Test for grades 7-9 and Comprehensive Test of Basic Skills for grade 10. A Pupil Self-Rating Scale is also used. Attendance is higher for students in program than for regular students, based on a variable school average. Average reading gain for program has been 1.5 years per group. Evaluation is conducted by central administration.

implementation requirements The Higher Horizons concept employs teachers in the core subject areas of reading, English, language arts, math, science, and social studies. This cluster of basic skills developers functions as a school-within-a-school, making its own determinations about grouping, curriculum development, cultural enrichment, and career awareness. Ongoing inservice meetings and summer workshops allow for staff development and interdisciplinary coordination.

financial requirements Approximately $250 per pupil over and above the cost of students in the regular school program.

services available No special network funding supports this project's dissemination efforts.

No awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact John Di Benedetto, Resource Coordinator; Higher Horizons 100; Hartford Public High School, 55 Forest St.; Hartford, CT 06105. (203) 278-5920. Robert Nearine, Title I Director; Hartford Board of Education; 249 High St.; Hartford, CT 06103. (203) 566-6074.

Developmental Funding: State Aid to Disadvantaged Children JDRP No. 74-26 Approved: 4/29/74

Compiled Summer 1980

PROJECT HIT: High Intensity Tutoring

descriptors Cross Age Teaching, Elementary Education, Remedial Mathematics, Remedial Reading, Resource Room Programs, Secondary Education

target audience Approved by JDRP for grades 6-8.

description *An individualized instruction program for sixth-, seventh-, eighth-grade students identified as deficient in basic grade-level reading and/or mathematics skills.*

HIT centers provide an individualized instruction program designed (in the reading center) to develop vocabulary and comprehension skills and (in the math center) to increase computational abilities, problem-solving abilities, and understanding of mathematical concepts. Sixth-, seventh-, and eighth-grade students identified as deficient in reading and/or mathematics are selected for HIT participation on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher. The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques developed primarily from principles of programmed instruction. Tutors from grades 7 and 8 assist sixth-grade tutees in developing grade-level skills and reinforce correct performance. This interaction also helps the tutors upgrade their own skills.

Tutees in the program during sixth grade are given priority selection as tutors in seventh and eighth grade when skill deficiencies in these tutees still exist. This highlights the importance of reciprocity in the teaching-learning relationship, despite the small differences in ability between tutors and tutees. The two basic HIT center components are the instructional system and the motivational system. The primary features of the instruction program are daily calculation of the percentage of correct responses for each tutee and use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a "bank book" and are redeemable for tangible rewards. Tutors receive points and rewards on the basis of attendance.

evidence of effectiveness Evaluation data show that gains in math and reading exceeded expected gains for nonparticipants and moved participants closer to national norm. Gains ranged from 1.2 to 3.7 months per month in the program for both tutees and tutors on the Wide Range Achievement Test.

implementation requirements Staffing: each center is staffed by one certified teacher and two paraprofessionals. Two of the most respected teachers already in each school are chosen by the principal and project director. Aides should be high-potential people because they do work similar to that of teachers. Tutors must be two grade equivalent years ahead of tutees. Facilities/installation: center classroom should be located near students' regular classes. Approximately 10 pairs of student desks are needed. The room should have areas for display materials. Bookcases, material shelves, teacher's desk, and file cabinets are needed.

financial requirements Yearly operating budget for a reading center is approximately $26,000, or $200 per pupil considering tutees only. If tutors are also considered (they benefit from program), per-pupil costs are cut approximately in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil for tutees. Operational costs are approximately 85% personnel-related. Start-up costs are approximately $5,000 per center.

services available No special network funding supports this project's dissemination efforts. Visitors are welcome October through May. Existing adoption sites will be provided with consultation service by mail.

contact Greg Byndrian, Dissemination Specialist; Highland Park School District; 20 Bartlett; Highland Park, MI 48203. (313) 956-0130.

Developmental Funding: USOE ESEA Title I JDRP No. 74-9 Approved: 1/8/74

Compiled Summer 1980

PROJECT

HOSTS: Help One Student To Succeed

descriptors

Elementary Education, Remedial Reading, Resource Room Programs, Secondary Education, Tutoring, Volunteers

target audience

Approved by JDRP for students who need remedial reading instruction, grades 2-12. It has been used in other settings with kindergarten and first-grade students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A diagnostic/prescriptive/tutorial approach to basic reading skills.

The HOSTS program operates from a learning resource center staffed by a reading specialist and an aide. Students in the HOSTS program are first evaluated; then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the project is then given a number of criterion-referenced tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the specialist, recording the student's ability levels in the various skills areas. Individual lessons are developed from this profile. The HOSTS Cross Referencing Manuals are used by the instructional staff to plan prescriptive programming tailored to individualized needs. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Daily student progress is recorded by the tutors and incorporated into the profile as well. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. The instructional climate is humane and reflects concern for each student's worth. Community volunteers work as tutors on a one-to-one basis with students, following prescriptions developed for each student by the reading specialist.

evidence of effectiveness

Program evaluation consists of normative (CTBS, CAT) and criterion-referenced tests. Student achievement scores indicate that, on the average, students doubled their learning rate while in HOSTS. Specific gains by grade levels are available in a detailed report. (Financial and evaluation data collected 1973-80.) Data from adoption sites indicate student gains averaged over 14 NCE (Normal Curve Equivalency) scores.

implementation requirements

Potential adopting districts are selected on the basis of the following criteria: needs assessment, district's resources (commitment), evaluation plan, willingness to serve as a model for others. Potential adopters will be asked to send key personnel to visit the developer project. Upon completion of the visitation period, those districts that remain interested may apply to become HOSTS sites.

financial requirements

Start-up cost ranges from $30 to $115 per pupil. Continuation cost ranges from 50¢ to $12 per pupil per year, depending upon existing resources. (Figures based on 2,000 target pupils.)

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free. Visitors are welcome. Project staff are available for out-of-state awareness conferences (costs to be negotiated). Instructional materials have been correlated to a skill continuum. HOSTS Cross Referencing Manuals, ranging from readiness through junior high, are available at $235 per set. A tutor training manual is $20 per copy. The HOSTS Corporation provides five-day training experiences at project or adopter site for certified and noncertified staff (costs to be negotiated).

contact

Bill Gibbons, Executive Director; HOSTS Non-Profit Corporation; 5802 MacArthur Blvd.; Vancouver, WA 98661. (206) 694-1705 or 693-1775.

Developmental Funding: USOE ESEA Titles I, II, and III   JDRP No. 75-6   Approved: 1/15/75

Compiled Summer 1980

PROJECT IMPROVEMENT OF BASIC READING SKILLS

descriptors Elementary Education, Remedial Reading, Resource Room Programs, Secondary Education

target audience Approved by JDRP for pupils in grades 1-8 who are reading below grade level.

description *Reading centers providing an individualized approach to remedial reading for educationally deprived children.*

Reading centers established in participating schools are staffed by a reading teacher and an aide who work with 10-12 children per period every day for the regular school term. Diagnostic tests are administered to determine specific needs of individual children. A "Need Sheet" is prepared for each child, providing a written prescription to help mastering basic reading skills and to reinforce classroom learning. A "Weekly Plan" sheet is maintained for each class, listing plans for each child. Correlation with regular classroom activity is stressed. Teacher's aides and parents are assigned to work with children needing additional help over and above that received in the classroom and reading center. Parent participation, through volunteer work and workshops, is a significant aspect of the project. Individualized attention shows the pupil that he/she is important and can excel in some way, reinforcing the primary goal of the project: to meet individual needs of students and help them achieve their potential.

Materials used include the Hoffman Reading Program supplemented by numerous other commercially available and teacher-made materials.

Students are selected for the program on the basis of scores from standardized tests (below 50th percentile), scores from diagnostic tests, cumulative record cards, teacher opinions, posttest scores of previous Title I students, and learning disabilities.

evidence of effectiveness Pre/post Gates-MacGinitie Reading Test scores were submitted to the Joint Dissemination Review Panel in 1973-74. The average gain for students, grades 1-8, was 1.6. Evaluation results since 1973-74 show consistently significant gains. Data available upon request.

implementation requirements At least one well-equipped space per school for a reading center, with one teacher and aide per center. Training sessions are available. Detailed information upon request. A revised Project Information Package is available for examination and for sale to adopters. The PIP materials include orientation materials, management calendar, management directory, teacher's manual, staff development manual, and evaluator's manual.

financial requirements At the original site, per-pupil costs totaled $331.77; this figure includes administrative and instructional personnel, materials and equipment, and continuing inservice training. This figure is a continuing cost based on 467 students. Specific start-up costs are available upon request.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available free of charge upon request. Visitors are welcome by appointment. Training may be conducted at the project site.

contact Elizabeth Dickson; Improvement of Basic Reading Skills; Sylacauga City Schools; P.O. Drawer 1127; Sylacauga, AL 35150. (205) 245-5345 or 249-0393.

Developmental Funding: USOE ESEA Title I JDRP No. 74-109 Approved: 10/18/74

Compiled Summer 1980

PROJECT IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES

descriptors . Remedial Reading, Secondary Education, Tutoring

target audience Approved by JDRP for students, grades 10-12, reading two or more years below grade level with low or failing grades in English classes. It has been used in other settings with grades 7-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A personalized and concentrated reading improvement program for secondary students.*

This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult/student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each student's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begin on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records of areas of weakness and patterns of improvement are maintained. The importance of personal interest and positive reinforcement from the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. The project teacher and a team of eight aides supplement the regular teacher's instruction.

evidence of effectiveness Project evaluation was based on successful accomplishment of stated behavioral objectives. Pre- and posttesting used the Gates-MacGinitie Reading Test. Grade equivalent scores were reduced to average monthly gains. Eighty-five percent of participating students (rural low- to middle-income) measured an average monthly gain of 1.1 months or more per month.

implementation requirements All instructional management materials used are commercially available. No particular products or systems are stressed. An eclectic approach is used to prescribe materials as needed.

financial requirements Start-up costs run $200-$225 per student (based on 180 students at 1975 prices). These figures include the cost of hiring one project teacher and eight adult aides, as well as the cost of materials, equipment, and inservice. Per-student yearly costs remain relatively constant allowing for inflationary increases.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. No training is conducted at the project site. Training may be conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.

Developmental Funding: USOE ESEA Title I JDRP No. 74-110 Approved: 2/25/75

Compiled Summer 1980

PROJECT INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

descriptors

Elementary Education, Language Arts, Writing

target audience

Approved by JDRP for grades 3-6. This program has been used in other settings with grades 1-2 and 7-12, language arts, English content-area classes, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record keeping system permits students, teachers, administrators, and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and objectives.

evidence of effectiveness

Since 1971, evaluations utilizing holistic or criterion-referenced designs with writing samples from students, grades 1-12, in a variety of settings (urban, suburban, and rural) consistently show significant gains in vocabulary, sentence structure, organization, mechanics, and grammar for students in ILA classes.

implementation requirements

District makes a definite commitment to improving basic writing skills of all students. District sends initial cadre of teachers and administrators to New Jersey (or elsewhere by arrangement) for two-day training and purchases copies of Teacher's Resource Manual and Management Manual (for administrators). District assumes responsibility for extending program to other grades, classes, and/or schools in future years, with trained administrators conducting inservice programs. District reports twice yearly to project (directly or through NDN Facilitator) on extent and quality of implementation.

financial requirements

District assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. District assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff if training or awareness presentation is given outside of New Jersey. Teacher's Resource Manual: $10 per copy. Management Manual: estimated $2 per copy.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochure: free; awareness prospectus: $1. An awareness filmstrip is available for purchase or loan. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (cost to be negotiated). Follow-up consultations and visits are available to adopters. Prototype evaluation designs and monitoring for evaluation of student writing performance are available to adopting districts.

contact

Jeanette Alder, Project Director; Woodrow Wilson School; Hauxhurst Ave.; Weehawken, NJ 07087.
(201) 865-1506.

Developmental Funding: USOE ESEA Title III JDRP No. 74-55 Approved: 5/23/74

Compiled Summer 1980

PROJECT

PROJECT INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology

descriptors

Elementary Education, Kindergarten, Language Arts, Primary Education, Reading, Remedial Reading

target audience

Approved by JDRP for students, grades K-3, and low achievers in grade 4.

description

A word-attack and spelling system, accompanied by direct teaching methods, for kindergarten through third-grade students.

Project INSTRUCT correlates reading, spelling, handwriting, and composition programs to make instruction more efficient and more effective. Learning tasks are simplified for students, instruction in each area reinforces instruction in the others, and the teacher makes more efficient use of time so that effective instruction occurs in all language skills areas. Learning tasks are divided into discrete units for ease in student mastery and teacher monitoring of individual student progress. INSTRUCT tailors its program to the needs of local adopters by offering a variety of program options. INSTRUCT options can be adopted in any combination. Options include:

Correlating Language Skills -- Spelling, Handwriting, Composition: All language skills instruction is based on the sequence of skills provided by the adopter's basal reading series. Program features include teaching students to spell high-frequency vocabulary words as they are introduced in the reading program, teaching students to spell phonetically regular words based on high-utility phonic generalizations as they are introduced in the reading program, and materials that reinforce reading and spelling skills.

Word-Attack System: INSTRUCT offers a system for monitoring decoding skills that extends from readiness to advanced levels. The word-attack system has the following elements: skills array, pre/post criterion-referenced tests, record keeping devices, and instructional supports (games, take-homes, parent-volunteer program, coded commercial materials).

Direct Teaching Techniques: INSTRUCT trains teachers to succeed with the hard-to-teach through direct multisensory instruction which provides multiple practices, immediate error correction, and positive feedback. Teachers master a concise method of teaching vocabulary words to mastery, using sight, phonic, word structure, and contextual methods. They learn classroom management skills to increase efficiency in planning and delivering instruction. They learn to use the limited time available in a way which provides sufficient practices so that even students who have difficulty will master the skills.

evidence of effectiveness

Data from testing in 1973 with Metropolitan Achievement Tests subtests showed that students in Project INSTRUCT schools scored significantly higher in reading (raw score subtest differential of 1.46 between INSTRUCT group and control group) and in word knowledge (raw score subtest differential 1.60 between INSTRUCT group and control group) than controls. Progress of students in lower range of scores was even more significant than for the overall group.

implementation requirements

Adopters complete a local adoption plan and provide necessary student materials. Administrators, teachers, and aides involved in implementation attend INSTRUCT training sessions at adopter site. Correlation of Language Skills requires two days of training, Word Attack two days, and Direct Teaching Techniques, 40 hours, best divided into two or three sessions. Each basal reader series requires its own set of materials. Materials for most of the popular basals are now available at cost from INSTRUCT, or schools may develop their own. Reporting of evaluation results is now required by USOE in its contract with INSTRUCT.

financial requirements

Materials for Correlating Language Skills and Direct Teaching Techniques cost less than $2 per student. Start-up and maintenance for Word Attack cost approximately $2 per student. INSTRUCT trainer costs ($175 per day, plus expenses) must be met by adopters.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Awareness and orientation sessions are available at no cost. Training is usually conducted at adopter site. Five colleges now offer three semester hours of credit for participation in training; similar arrangements can be made with others. INSTRUCT can assist in administering, processing, and interpreting results of evaluation studies.

contact

Carl Spencer; Program Services Associates; 3543 S. 75th; Lincoln, NE 68506. (402) 483-1295.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-37 Approved: 5/14/75

Compiled Summer 1980

PROJECT IRIT: Intensive Reading Instructional Teams

descriptors

Elementary Education, Language Arts, Remedial Reading, Resource Room Programs, Team Teaching

target audience

Approved by JDRP for pupils in grades 3-4 who are deficient in the basic skills of reading and language. The program has been used in other settings with grades 1, 2, and 5-8 and as a summer program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A laboratory project for third- and fourth-grade students with difficulty in reading.

IRIT features a carefully individualized diagnostic approach made possible by low student-teacher ratios and the use of a wide variety of materials and equipment. The unique features of IRIT are the high-intensity and team approach toward reading instruction. Forty-five students per team of teachers are selected for each of the three 10-week cycles. The teachers have classes of approximately 15 pupils and all pupils see each teacher daily. The program design includes three areas of concentration: encoding-decoding, individualized reading, and vocabulary/comprehension. Students move from one area to the next at approximately one-hour intervals, spending the entire morning in the three language arts areas. Pupils return to their sending teachers in the afternoon for instruction in other basic subjects. A balanced approach to reading is provided through the three areas of instruction. The individualized reading area of the instructional design provides a wide variety of reading materials and offers assignments that enrich the student's background, promote written and oral language skills, and instill pleasure in reading. The vocabulary and comprehension area puts emphasis on the various subskills of comprehension. Meaningful experiences are provided in order to promote concept development. Encoding-decoding uses an individualized approach to assist the student in his/her ability to attack new words and get meaning from them. The specific skills needs in phonics are taught to develop independent methods of word analysis. The three areas are coordinated and reinforce and supplement one another, providing a balanced reading and language arts program.

The IRIT teachers work with students for the entire morning. They spend the afternoon preparing the individualized lessons, discussing the skills of the 45 students, coordinating the lessons for them, and updating their individual records; developing new instructional materials based on student needs; meeting with teachers and parents from the sending schools; participating in professional development and training sessions; and providing inservice training for other classroom teachers. This program design requires teachers highly skilled in reading instruction. In addition, each IRIT Center has a team leader who is a certified reading specialist.

evidence of effectiveness

Tests used for evaluation include the California Achievement Test (pre- and posttest) and the Botel Phonics Inventory. These tests are administered at the beginning and end of each cycle. Mean total reading scores for 1973-74 were raised from 2.5 to 3.2, a gain of seven months in 10 weeks. Mean total reading scores for 1974-75 were raised from 2.6 to 3.7, a gain of one year and one month in 10 weeks.

implementation requirements

One reading specialist (the team leader) and two other teachers who have strengths in the teaching of reading are required. One IRIT Center requires three classrooms and office space for a part-time secretary. Staff need training in diagnosis and evaluation of test results. A school system may want to begin with a single center, but a project director can easily supervise an additional center.

financial requirements

Budget for one IRIT team (1978-79) serving 135 pupils for one year is $63,457 (approximately $470 per pupil). Start-up costs average an additional $25-$50 per pupil, depending on equipment ordered.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at project or adopter site (training costs to be negotiated among adopter, NDN Facilitator, and D/D).

contact

Anna Cimochowski, Dissemination Project Director; 42 Charter Oak Ave., Hartford, CT 06106. (203) 566-6627. Donald Carso, Coordinator of Reading and Communication Arts; 249 High St.; Hartford, CT 06103. (203) 566-6527.

Developmental Funding: USOE ESEA Title I   JDRP No. 74-11   Approved: 2/20/74

Compiled Summer 1980

PROJECT

KENOSHA MODEL: Academic Improvement Through Language Experience [formerly Academic Improvement Through Language Experience]

descriptors

Communication Skills, Kindergarten, Language Arts, Primary Education, Resource Room Programs

target audience

Approved by JDRP for students, grades K-2. This program has been used in other settings with grades 3-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An individualized program to improve communication skills utilizing the language experience approach.

Public and nonpublic school classroom teachers refer low-achieving students to the Title I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students in the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style, and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written. At the parent project, a teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year and 450 in the summer. Intensive inservice and parent participation are essential components of this program.

Target schools are established by ESEA Title I low-income guidelines. Students served are selected from those scoring in the lowest quartile on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

evidence of effectiveness

Students evaluated are from low-income urban schools. The JDRP validation is based upon positive results on the Peabody Picture Vocabulary Test and the Peabody Individual Achievement Test. Recent results on the PPVT, PIAT, and Gates-MacGinitie in grades K-10 show an average growth in excess of 1.5 months per month in the program.

implementation requirements

The staff must be committed to the language experience approach to instruction. Close liaison between the resource room and classroom is required. All teachers should have classroom experience plus additional education in communication skills. Potential adopters are encouraged to send staff members to visit the program.

financial requirements

In addition to the staff required for program implementation, approximately $10 per student is required for materials.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact

Tom Zuhlke, Program Director; Kenosha Unified School District; 812 50 St., Kenosha, WI 53140. (414) 656-6378 or -6380.

Developmental Funding: USOE ESEA Title I

JDRP No. 78-184 Approved: 5/23/78

Compiled Summer 1980

PROJECT LEARNING TO READ BY READING

descriptors Adult Education, Educational Alternatives, Elementary Education, Remedial Reading, Secondary Education

target audience Approved by JDRP for students from upper-elementary through adult levels with potential for reading and/or reading improvement.

description *A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials; especially useful in alternative schools.*

The program is a multimedia system for teaching reading especially applicable to students reading below 3.0 Grade Placement Level (GPL), including nonreaders, and effective through 6.0 GPL. Reading With Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips), to be used either in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended.) Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics, and furnishes an opportunity for assessment of reading progress. Read-along materials (24 half-hour short-story segments and nine one-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher training program.

evidence of effectiveness On Gates-MacGinitie, best project group made gain of 2.2 years in 12 weeks' time (one half-day school). Some students at 4.0 made four or five grades' gain using read-alongs exclusively.

implementation requirements Adopting schools should plan for at least one long day or two short days of training. Aides should be provided. Normal classroom facilities are sufficient, but listening stations equipped with cassette recorders and headsets must be available for read-along phase. Adopters may use only Reading With Symbols, only read-alongs, or both. Program is applicable to remedial groups within a conventional classroom or to specially equipped remedial classes. Single-student tutoring is a viable possibility.

financial requirements Beginning set of eight Reading With Symbols (R/W/S) readers and teacher's manual free. Set of eight supplementary R/W/S readers (400 pages), $80; set of two uncued readers (400 pages), $20; flashcards, $5; set of 34 rubber symbols stamps, $50; 40 read-along radio plays on cassette with script, $445 for set; 30 read-along short stories on cassette with script, $165 for set; 13 stories on six longer tapes, $60 for set.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Personnel are available for awareness and training sessions (expenses to be negotiated). On-site visitations (by appointment) and/or training at the project site are available.

contact Philip K. Glossa, Director; 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 778; Jamestown, CA 95327. (209) 984-5741.

Developmental Funding: USOE ESEA Title III JDRP No. 74-37 Approved: 4/29/74

Compiled Summer 1980

PROJECT

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER

descriptors

Kindergarten, Language Arts, Mathematics, Primary Education, Reading, Team Teaching

target audience

Approved by JDRP for school administrators, teacher trainers, paraprofessionals, and teachers of grades K-3. Intended beneficiaries are children and their parents.

description

A program based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey that blends open-ended child-initiated activities with teacher-structured lessons.

The LeFlore County Follow Through program employs the High/Scope cognitively oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan.

Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, presenting what they have learned, and sharing their experiences with others. Teaching teams structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process, children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety.

Recognizing that parental commitment to children's education is a major factor in a child's school success, the LeFlore County Follow Through project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and use school facilities for group meetings and workshops. Through these efforts, parents have contributed their knowledge, skills, and resources to the school's educational goals and at the same time have extended their formal school training.

Data from teacher and parent interviews, implementation studies, and child-outcome measures suggest that the framework can be successful in many teaching situations.

evidence of effectiveness

In spring 1975, second and third graders in the program scored significantly higher ($p < .05$) than similar nonprogram children on both an academic achievement test (California Achievement Test) and on measures designed by High/Scope Foundation to assess the effectiveness of children's writing (Productive Language Assessment Tasks). Data collected in spring 1976 and 1977 revealed the same pattern.

implementation requirements

High/Scope Foundation's experience in a large number of settings, both in the U.S. and abroad, indicates that the program can be successfully implemented provided the following conditions are met: voluntary participation of teachers in the program; low staff turnover; active program support from building and district administrators; presence of a full-time staff trainer/curriculum superior; provision for adequate staff training; and a paraprofessional aide for each classroom.

financial requirements

Additional staff may be required, depending on available staff and number of students served; cost depends on local salary schedule. Training is required for adopter staff; cost can be negotiated. Manuals for training and operation may be purchased from the model sponsor, High/Scope Educational Research Foundation, 600 N. River St., Ypsilanti, MI 48197. Cost of additional materials (teacher-made or commercially produced) depends on materials already available.

services available

A Follow Through Resource Center.

Awareness materials are available. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site. Follow-up and evaluation assistance is available to adopters at no cost.

contact

Robert Pickett, or Linda Brower; Educational Service Building; Hi-way 82 West; Greenwood, MS 38930. (601) 453-4819 or 455-4107.

Developmental Funding: USOE Follow Through JDRP No. 77-123 Approved: 8/18/77

Compiled Summer 1980

PROJECT MARC: Multisensory Approach to Reading and Reading Readiness Curriculum

descriptors Kindergarten, Primary Education, Reading, Reading Readiness, Rural Schools

target audience Approved by JDRP as a K-1 reading program for students from low-income families in rural areas and as an inservice program for teachers and administrators. MARC also serves grade 2 students, remedial readers, learning-disabled students, special education students, and students in urban settings, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A multisensory approach to beginning readiness that emphasizes slow pacing of skills, diagnosis of student needs, and inservice training of teachers and administrators.*

Project MARC trains teachers to use a systematic approach in teaching reading. It combines instructional materials, multisensory techniques, and teacher training in a practical, effective program. Students are grouped for instructional purposes based upon continuous diagnosis, and are taught through a combination of activities designed to use all the learning modalities. Project-developed materials are described below.

Kindergarten materials and techniques focus on developing knowledge of letters and sounds as well as concepts. Children are taught letters and sounds through a unique technique called The Linkages, which integrates auditory, visual, and kinesthetic modalities to enable children to learn through the avenue most appropriate to their needs. Materials for this level include alphabet booklets, wall cards, alphabet sound pack, readiness skill sheets and poetry book, language master alphabet cards, and alphabet drill pack.

First-grade materials emphasize linguistic word families, decoding and word attack skills, and vocabulary and comprehension skills. During initial reading instruction, the teacher uses blending techniques that feature multisensory learning, slow pacing, and reinforcement of the processes involved in decoding. Each lesson focuses on one linguistic or phonetic feature, and workbooks and supplementary materials supply reinforcement activities. As students progress, instruction and reading become more complex, so that once children complete the series it is easy for them to make the transition to commercial basal reading materials. Reading materials include storybooks, reinforcement exercises, tapes and worksheets, diagnostic instruments, and 16 readers, workbooks, and manuals.

The training program has been described in a guide with accompanying cassette tapes. The guide covers materials, philosophy, multisensory techniques, teaching reading, diagnosis, classroom games, learning centers, and conducting a training session. A checklist of essential program elements is available for teacher self-evaluation and/or principal observation.

evidence of effectiveness Scores from Stanford Achievement Tests indicated that readiness and reading subtest scores of project students were significantly higher (greater than .01 level) than for nonproject students. Project mean scores were above the national norms, whereas prior to program implementation mean scores were below the 20th percentile. Scores were collected over a two-year period.

implementation requirements Any teacher can implement the program in a classroom or remedial lab. If the program is used as a total school or district program, a principal or coordinator should receive training, then train the school staff. Training takes one to three days, depending on the extent of the adoption. Training is conducted at the project site and at adopter sites. The project produces a guide that can be used for self-instruction.

financial requirements Required start-up materials for class of 25: K, $171.76; 1, $419.76; 2, $442.83; optional materials: K, $19.41; 1, $21; 2, $78.54. Maintenance costs vary depending on whether materials are consumable or nonconsumable (K, $12/$90; 1, $50/$250; 2, $50/$300). Training, $10 per teacher. Principal or coordinator, $20 plus travel to developer site and per diem.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites in home state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses must be paid).

contact Annie Ruth Perryman, Director; Project MARC; P.O. Box 98; Crawfordville, FL 32327.
(904) 926-7909.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-7 Approved: 3/16/79

Compiled Summer 1980

PROJECT MATTESON FOUR-DIMENSIONAL READING PROGRAM

descriptors Elementary Education, Performance Based Education, Reading, Secondary Education

target audience Approved by JDRP for students of all abilities, grades 4-8.

description

A multitext, individualized, comprehensive reading skills-developmental reading program for grades 4-8.

The program's goal is that students reach a level in the reading-skills sequence commensurate with their reading expectancy level. The four dimensions are: developing basic skills that students need in order to read critically, purposefully, and appreciatively; teaching students to use reading as a tool for learning; fostering an appreciation of literature; and developing permanent interests in reading for enjoyment. Students progress through a series of individualized learning packages covering 108 behavioral objectives, omitting the skills they have already mastered. Activities noted in the learning packages direct the student to selections in various reading texts appropriate to his/her independent reading level. Activities are varied and increase in level of readability and complexity following Bloom's taxonomy. Criterion-referenced tests provide teacher and student with specific knowledge of skills the student has learned as well as the skills appropriate for instruction. Criterion-referenced tests include a placement test, pretest, posttests, and sub-skills tests for all 108 objectives. A management system consisting of class record sheets and individual pupil-progress charts shows the student's growth in reading.

This skills-development portion of the program is expected to take from 40-60% of the total reading time. The remainder of the time is devoted to application of skills through a variety of reading-language activities to provide a well-integrated reading program.

Adopters are trained in the use of cloze procedure, readability formulas, application of behavioral objectives, writing of learning packages, diagnosis and placement of students, and program operation.

(The Matteson Program is intended to be a basic skills-development reading program. It is not a supplement to a basal reader series.)

evidence of effectiveness

After three years in the program, 80% of the project group met or exceeded their reading expectancy level as determined by a modification of the Bond-Tinker formula, while only 41% in the control group met this criterion. The program group exceeded the control group by .63 on the Stanford Reading Achievement Test. Attitude toward reading was significantly higher in the program group, as determined by a project-developed test.

implementation requirements

Most likely adopter is a building unit, but the program can be implemented in a single classroom. No additional staffing is required. One or two staff from adopter district can be trained in two days; they train other teachers at their site. Sets of project-developed Learning Cards and Mastery Tests are required, along with one to three copies each of approximately 60 basal readers. These materials will accommodate a minimum of one classroom or a maximum of eight, depending on school organization. A small shelving unit for texts and file containers for learning cards and tests are needed.

financial requirements

A set of project-developed and commercial reading texts costs no more than $650 and will accommodate up to 150 students, depending upon school organization. Annual maintenance is minimal. Project materials: $20 for set of Learning Packages, $10 for set of Mastery Tests, and $5 for Guide. One set of record sheets, placement test, and other materials for duplication are provided free to purchasers of these materials.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Awareness and training sessions are available on- or off-site by arrangement.

contact Allan Dornseif, or Martha Carr; Matteson School District 162; 21244 Illinois St.; Matteson, IL 60443. (312) 748-0100.

Developmental Funding: USOE ESEA Title III

JDRP No. 77-109 Approved: 2/25/77

Compiled Summer 1980

PROJECT METRICS MADE EASY

descriptors Elementary Education, Metric System, Secondary Education, Teacher Education

target audience Approved by JDRP for grades 1-8.

description *A systematic hands-on approach to metrication that includes field-tested techniques, activities, an assessment system, and staff development materials.*

Metrics Made Easy has developed effective strategies and materials for instruction in the International System of Units (SI Metric Measurement System) at the elementary school level. The program encompasses the curricular areas of mathematics, science, social science, and consumer education, and provides inservice education for teachers and parents. Metrics Made Easy improves student skills in: measuring accurately in metric units, defining metric terms used in common measurement problems, and solving problems presented in metric format. The measurement curriculum includes three broad goals, 26 objectives, and more than 100 suggested activities. To provide an instructional program accomplishing these goals and objectives, the program developed and packaged three components. The first is formal preservice/inservice for teachers. The second component is a metric instructional model structured by level (K-3, 4-6, 6-8), which includes a Teacher Resource Guide containing suggested activities and instructional sequences, materials for hands-on practical measurement experiences (rulers, tape measures, scales, beakers), and an assessment program diagnosing conceptual knowledge of essential metric measurement. The third component consists of classroom assistance in the implementation year from a trained metric paraprofessional. The Teacher Resource Guide includes a special 12-lesson training course for paraprofessionals and/or teacher trainers. Classroom instruction consists of 25-30 weekly 40-minute sessions. Each session includes hands-on measuring activities and individual student follow-up worksheets. Other instructional activities (demonstrations and audiovisual materials) are included as needed. A unique project-developed system couples student and teacher inservice and awareness. Following a half-day participation workshop designed to allay teacher fears of "metrification by crisis," teachers return to their classrooms where specially trained metric paraprofessionals disseminate information and conduct demonstration lessons. Utilizing the trained expert concept, teachers are able to learn along with their students, and materials are left as is for further teacher use. All teachers receive inservice training unless they can demonstrate mastery of the metric measurement objectives on a written test. Community workshops in metric awareness and computation have been conducted at adopting sites.

evidence of effectiveness Compared to a group that received metric training only as it may have occurred in upper-grade science or math classes, Metrics Made Easy students showed significant growth in ability to conceptualize and manipulate metric measurement.

implementation requirements Plan I: One teacher or administrator acting as local Project Director plans and monitors implementation. Every participating classroom requires one hour of paraprofessional aide time per week. D/D provides project-developed materials and two-day inservice for paraprofessional and teacher-director. Plan II: Paraprofessional aide is not used. D/D provides inservice for entire staff and help in setting up a schedule of metric instruction. Plan III: Schools or districts with metric background and adequate metric measurement tools can adopt project materials only. Adopters must furnish pre/posttest data.

financial requirements For a 600-student school, Plan I: salary of paraprofessional aide during implementation year, $4,000; stipend of teacher-director, $400; training, cost of trainer's travel, meals, and lodging; project-developed Teacher Resource Guide (one per teacher), $12 each; metric tools for hands-on activities, $300; consumables, $50. Per-pupil cost: approximately $9. Plan II: Approximately $4 per pupil. Plan III: $12 per teacher, approximately $1 per pupil.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites in home state by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (cost to be negotiated).

contact Dan Moss, Project Director, Metrics Made Easy; Ocean View School District; 16940 "B" St.; Huntington Beach, CA 92647. (714) 846-7013.

Developmental Funding: USOE ESEA Title IV-C and Metric Education Program

JDRP No. 79-31 Approved: 7/11/79

Compiled Summer 1980

PROJECT MODEL CLASSROOMS: Classroom Management

descriptors Class Management, Elementary Education, Language Arts, Mathematics, Reading

target audience Approved by JDRP for all students, grades 1-6, all ability levels.

description

A classroom management system that allows each student to work within the regular classroom at his/her individual math, reading, and language achievement levels.

This Washington State program was developed by Urban Rural Racial Disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher, determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

A five-day teacher training workshop is conducted at the adopter site. In the workshop, teachers select and organize their placement tests, cross-reference their materials, design class profile sheets, develop a teacher-student conference system, determine essential elements of their classroom discipline system, and establish their student-managed classroom organizational plan.

Implementation of Model Classrooms puts school districts in compliance with the Washington State Learning Objectives Law. This law requires the identification of reading, math, and language arts students' learning objectives. Student growth is determined by assessing each pupil's achievement of the stated objectives.

evidence of effectiveness Standardized achievement tests are used to measure gains. Evaluation results indicate that the mean Normal Curve Equivalency (NCE) gains in math and reading are significant (.01), ranging from 5.0 to 14.3 NCEs. There is also demonstrated improvement (.01) in attitude toward school among students with previously negative attitudes.

implementation requirements Model Classrooms is implemented in existing regular classrooms with no more than 30 students. All materials are commercially available. No special materials or equipment are required. A five-day teacher training workshop is conducted at the adopter site. One aide is required for each teacher during the workshop; aides should remain for 50 half-days to help with project start-up activities.

financial requirements Approximately $400 for materials and supplies per classroom. Teacher and teacher's aide training workshop stipends. Developer/Demonstrator fees and expenses.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available free. Visitors are welcome by appointment with the project director or cooperating elementary school principal. Project staff are available to attend out-of-state conferences (costs to be arranged). Training is conducted at adopter site. An in-depth project description is available upon request.

contact Sherry Avena; Model Classrooms; 4095 173rd Place S.E.; Bellevue, WA 98008. (206) 746-0331.

Developmental Funding: Educational Regional Research Program JDRP No. 78-170 Approved: 3/27/78

Compiled Summer 1980

PROJECT NEW ADVENTURE: Success Strategies for Reading and Language (NAIL)

descriptors

Class Management, Gifted, Kindergarten, Language Arts, Primary Education, Reading, Remedial Reading

target audience

Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Comprehensive early childhood language arts and classroom discipline.

This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive, and behavioral techniques more commonly used by reading clinicians and psychologists. Such clinical approaches are combined with proven traditional methods to help teachers meet the wide range of pupil performance found in today's classrooms and remedial classes. Strategies useful for working with remedial, normal, and gifted students include: ongoing teacher diagnosis of reading, language, and thinking skills; special remediation of severe language deficits; efficient classroom organization and management; large-group, small-group, and individual study; attention to spoken vocabulary, psycholinguistics, reading, grammar, standard English, writing, and critical thinking skills; a wholesome yet stimulating learning environment; and effective discipline.

This program is a combination of individualized techniques for basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may be for the total curriculum project or for any one of three program components: Psycholinguistics, Oral Language, and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers and all training materials, including instructional modules for each professional staff member and an implementation/management kit. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days required for these workshops depends on the number of components chosen.

evidence of effectiveness

Developmental research with approximately 1,000 K-3 pupils showed significant gains in reading (measured by Gilmore Oral Reading Test and Comprehensive Test of Basic Skills [CTBS]), psycholinguistics (Illinois Test of Psycholinguistic Abilities), mental age (Peabody Picture Vocabulary Test, CTBS), I.Q. measures (Wechsler Intelligence Scale for Children), and attitudes toward school.

implementation requirements

For component adoptions: participation in a two- or three-day workshop at adopter site (or a central location) is required. For total curriulum adoption: a local trainer/coordinator must participate in a five-day training seminar at D/D site or in a three- to five-day total curriculum workshop at adopter site.

financial requirements

Initial training provided free. Materials charge: $15 per component per teacher (actual cost). Travel and per diem required for training workshop personnel, or for local person to travel to D/D site. Start-up costs for student materials, $0-$10 per child, depending on what is already available at adopter site.

services available

An NDN-funded Developer/Demonstrator project.

A variety of awareness materials is available. Project staff are available for awareness conferences (costs to be arranged). Visitors are welcome by appointment. Training sessions are conducted at adopter or D/D site. Technical assistance after initial training is available (expenses must be paid).

contact June Johnson, Director; New Adventure; W. T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 877-8595.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-71 Approved: 5/23/74

Compiled Summer 1980

PROJECT THE NEW JERSEY WRITING PROJECT

descriptors Secondary Education, Teacher Education, Writing

target audience Approved by JDRP for teachers and students, grades 7-12, all ability levels.

description *A teacher-training program that improves student writing.*

The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching teachers accomplishes efficient curriculum change; theory about and assessment of writing should enhance classroom practices.

The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers from multiple districts in the same geographic region. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two-part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Teachers do not have to edit each student's paper because students do that for themselves and for others. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples; training for teachers in holistic scoring; and teacher and student writing attitude surveys.

evidence of effectiveness Writing samples obtained in October and May from 1,400 students in eight treatment districts and seven control districts representing urban, suburban, and rural New Jersey were scored using a holistic method developed by Educational Testing Service. Regression analysis, adjusting posttest scores for pretest scores, indicated that the difference between treatment and control groups was highly significant ($p \leq .001$), amounting to 45.5% of the standard deviation of the posttest distribution.

implementation requirements The program should be adopted by a group of districts wishing to work jointly on student writing. Training is required. One or two district teachers receive intensive training and return to their schools to train others.

financial requirements Costs are limited to training. Training for a group of 25 teachers from 10-20 districts at adopter site: a trainer for three weeks, $1,500; travel and residency for the trainer, if required, $1,500; payment or credits for participating teachers as per local option; paper and supplies, $300; texts per participant, $25.

services available An NDN-funded Developer/Demonstator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites in home state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is limited to groups of 7-10 adopting districts from the same geographical area. Project funding allows three groups to be trained at no cost. Project can provide trainers at cost to other groups.

contact Linda Waitkus, Project Director; South Brunswick Township Public School; 1 Executive Dr., Monmouth Junction, NJ 08852. (201) 297-7800.

Developmental Funding: National Endowment for the Humanities JDRP No. 79-19 Approved: 5/23/79

Compiled Summer 1980

PROJECT

PEGASUS: Personalized Educational Growth and Achievement with Selective Utilization of Staff

descriptors

Class Management, Elementary Education, Performance Based Education, Reading, Secondary Education

target audience

Approved by JDRP for grades 2-9. This program has been used in other settings with grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A management program in reading personalized to meet students' needs.

The PEGASUS curriculum structure consists of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels at all ability levels in grades K-8. Students in grades 9-12 use PEGASUS as a specialized program.

After diagnosis, students are grouped and subgrouped according to identified needs. A chart is used to track each student's progress.

A resource file of learning materials for fast, average, and slower-achieving students is coded to PEGASUS objectives. Additional learning activities are developed, coded, and shared by PEGASUS adopters in inservice sessions.

Instruction is personalized, motivation techniques are emphasized, and a variety of approaches to teach reading skills is used. No single teaching approach is either recommended or required. Teachers continue to use any methods that they have found to be successful. PEGASUS utilizes materials found in adopters' classrooms.

The program is offered for diagnosing student needs, selecting appropriate materials to meet those needs, and assessing student gains. PEGASUS aids classroom teachers in organizing instruction for reading and other subject areas.

PEGASUS is an adoption site of PEGASUS-PACE, Tuscaloosa, Alabama.

evidence of effectiveness

Gates-MacGinitie Reading Tests were given in October and May 1976-77 and 1977-78 to a random group of students, grades 2-9, in PEGASUS schools and control schools. Students were selected from several districts, rural and urban, that had similar socioeconomic characteristics. For all grades, students in PEGASUS schools showed greater gains than students in control schools.

implementation requirements

The program may be implemented by classroom teachers, as well as by special reading teachers. Two days of inservice training and personalized follow-up are offered to adopters. Some specialized support is needed. It can be provided by curriculum-oriented principals, supervisors, or key teachers already employed. No additional staffing is necessary. No special equipment is needed. PEGASUS can be adapted to any organizational arrangement of classes. PEGASUS may be adopted by one teacher, several teachers, or all teachers in a building or school district. Teachers should be involved in the decision to adopt.

financial requirements

PEGASUS Master Volume (Teachers' Guide and Key; Objectives and Skills Check Sheets; Diagnostic Instruments R-16; Separate Answer Sheets for Diagnostic Instruments 9-16), $40. Reproduction costs, 50¢-$1 per student per year. Inservice Packets, $17. Resource file folders and labels, $33. Optional start-up materials for resource file, $40. A wide variety of commercially available materials already found in most classrooms is used.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Two days of inservice training and personalized follow-up are available at project or adopter site (costs to be negotiated).

contact

Cheryl Hendress, Project Coordinator; Bureau County Educational Service Region; Courthouse; Princeton, IL 61356. (815) 875-1529 or 872-4181.

Developmental Funding: USOE ESEA Titles III and IV-C   JDRP No. 1   Approved: 1/9/79

Compiled Summer 1980

PROJECT

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education

descriptors

Class Management, Continuous Progress Plan, Elementary Education, Kindergarten, Performance Based Education, Reading

target audience

Approved by JDRP for students in grades K-6.

description

A locally developed, personalized approach to continuous progress in reading -- a comprehensive development system.

Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level.

Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills.

The PEGASUS-PACE Continuous Progress Reading Program is compatible with any organizational staff arrangement, such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

This project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP (January 9, 1979, JDRP No. 1).

evidence of effectiveness

In addition to meeting the core criteria for pre/post summative evaluation, assessed through a comprehensive evaluation design, the project met a large number of non-linear-based objectives. Before the project was developed, achievement scores of students at the primary target school had shown a steady trend of regression. At the end of the third developmental year, more than 75% of students who had entered program as first graders scored at or above the median of national norms on the appropriate level of the Gates-MacGinitie Reading Tests.

implementation requirements

The program is implemented by classroom teachers, rather than by special reading teachers. Some training is necessary both prior to and during implementation. A two and a half day workshop is offered prior to implementation. Adopter sites are expected to schedule release time on a regular basis for staff development. Adopter schools receive permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available; it contains: Objectives and Skills Check Sheet, Teacher's Guide and Key, Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

financial requirements

The Master Volume costs $50; reproduction costs have proved to be extremely low (between 40¢ and 80¢ per student per year). Cost of locally purchased file folders for Resource File, approximately $45. Cost of locally purchased file folders for student records varies with number of students.

services available

An NDN Funded Developer/Demonstrator project.

Awareness materials are available at no charge. Demonstrations, visitations, training workshops, and workshops for associate trainers and trainers are scheduled periodically in PEGASUS-PACE schools in Tuscaloosa. Project staff are available to conduct awareness sessions and provide training workshops and technical assistance at adopter sites (travel expenses must be paid).

contact

Marie Sinclair, Project Director, Tuscaloosa City Board of Education; 1100 21st Street East; Tuscaloosa, AL 35405. (205) 759-5705.

Developmental Funding: USOE ESEA Title III JDRP No. 1 Approved: 4/16/73

Compiled Summer 1980

PROJECT PERSONALIZED INSTRUCTION: A Classroom Team Approach

descriptors

Elementary Education, Language Arts, Remedial Reading, Resource Room Programs, Team Teaching

target audience

Approved by JDRP for pupils in grades 1-5 scoring in lowest quartile in reading achievement. This program has been used in other settings with grades 6-7, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A classroom team approach to improving language arts skills.

The Personalized Instruction: A Classroom Team Approach program is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading.

Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Title I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils; during the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Title I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications). In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

The program presently serves 754 pupils in eight elementary schools, grades 1-7. The Title I staff (27.00 fte) consists of 11 language arts specialists, 11 teacher's aides, one part-time substitute teacher, one part-time parent-contact aide, one library aide, one secretary, and one coordinator.

evidence of effectiveness

The Metropolitan Reading Achievement Tests, administered to all students in grades 1-6 in September 1977-78 and May 1977, show that 90% of all participating students made one month's gain for every month of instruction.

implementation requirements

The average staff requirement for each school is one language arts teacher and one instructional aide. Staff training in setting up and organizing the model is recommended. The program is conducted in the regular classroom; no special facilities are required. Since cross-age teaching takes place, a unit of two grade levels is the smallest that can be implemented.

financial requirements

Per-pupil cost for the total program in 1979-80 is $423. A basic program requires salaries for one teacher and one instructional aide. Additional materials and equipment may be employed to reinforce or enhance the basic program.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact

Sally Jo Case, Coordinator, or Eleanor Pennington, Developer; 7200 Lowell Blvd.; Westminster, CO 80030. (303) 428-3511, ext. 268.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-122 Approved: 12/16/74

Compiled Summer 1980

PROJECT PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS RESOURCE CENTER (BARC)

descriptors Kindergarten, Language Arts, Mathematics, Performance Based Education, Primary Education, Reading

target audience Approved by JDRP for grades K-3.

description

A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program.

The Philadelphia Behavior Analysis program consists of a wide array of systematic techniques capable of creating an educational environment to accelerate the social and academic development of young children. Training for implementation, lasting two to five days, can be tailored to meet specific site requirements. Areas of concentration essential to effective implementation include: understanding human behavior; reinforcement strategies; learning styles; curriculum development; instructional strategies; room arrangement; and aide and parent involvement. Each Behavior Analysis classroom contains several adults: one teacher and at least one aide or parent but ideally one aide and one parent. The aide and/or parent reinforce the teacher's instructional program by providing assistance in a program utilizing small-group strategies. Academic instructional time (the earn period) focuses on the basic skills -- reading, mathematics, spelling, and handwriting. Weekly targets are set for each child in these areas. Motivation and positive reinforcement permeate the classroom. A tangible motivational system, such as a token economy, tally system, or contracting, is used. The children are encouraged to engage in their learning tasks by "back-ups" -- games and activities -- based on their interests and needs. As children attend to the tasks at hand, the adults use specific praise statements to support, encourage, and reinforce them. Points earned or contracts negotiated are exchanged for the back-ups (spend time) at intervals throughout the day, once a day, or at a delayed time. Punishment is not forbidden, but it is de-emphasized.

Curriculum materials selected for use in the program have entry placement and diagnostic tests; are self-checking; require frequent response from the student; can be individualized; present skills in small steps; and enable child progress to be monitored and measured. Each child in the program is targeted for a year-end goal of at least grade-level achievement in reading, math, and spelling. Grade-level achievement is correlated to book and page placements in the materials. Although project operations give priority to sites serving a low-income population that are interested in total K-3 replication, the program's effectiveness is not limited to low-income urban children.

evidence of effectiveness Some Wide Range Achievement Test mean grade equivalents for project students, compared with a national non-Follow Through control group (shown in parentheses), follow. Reading: kindergarten, 1.2 (.8); grade 1, 2.1 (1.8); grade 2, 3.0 (2.6); grade 3, 4.1 (3.3). Arithmetic: kindergarten, 1.0 (.7); grade 1, 2.1 (1.8); grade 2, 3.0 (2.4); grade 3, 3.6 (3.2).

implementation requirements Adoption of the Philadelphia Follow Through Behavior Analysis Program should reflect a joint decision by administrators, teachers, and parents. Ideally, the principal as well as all classroom staff involved in implementation receive training. Training can be tailored to specific site requirements, but the complete training package is recommended for total K-3 application. All training is predicated on prior written agreement between project and adopter. Project assumes that adoptions will be ongoing for a minimum of two years.

financial requirements Equipment and curriculum materials already found in most classrooms can be used. An adopter incurs additional costs only if the programmed materials for reading and mathematics are utilized. The staffing pattern is negotiable. Cost of aides and parents depends on local salary schedule.

services available A Follow Through Resource Center.

Information brochures regarding BARC and general descriptive materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings. Training is available free of charge at project site or adopter site.

contact Leontine D. Scott, Director, or Roger Huyett, Coordinator; Follow Through Programs; Room 510, Administration Bldg., School District of Philadelphia; 21st and Parkway; Philadelphia, PA 19103. (215) 299-7659 or 232-2040 or -2041.

Developmental Funding: USOE Follow Through JDRP No. 77-143 Approved: 9/1/77

PROJECT PRE-ALGEBRA DEVELOPMENT CENTERS

descriptors Continuous Progress Plan, Mathematics, Remedial Mathematics, Resource Room Programs, Secondary Education, Summer Programs

target audience Approved by JDRP for regular mathematics classes at the seventh- and eighth-grade level, eight-week summer mathematics programs for students entering high school, and remedial mathematics programs at the high school level.

description *A basic conceptual/computational skills program in mathematics designed to serve the dual purpose of preparing students for algebra as they develop proficiencies in the basic skills.*

The curriculum design develops students' basic computational and conceptual skills through five units of concentration: Ratios and Proportions, Fractions, Decimals, Percent, and Metric Measures.

Mathematics principles used in the development of all curriculum materials include Ratios and Proportions, One -- Its Name and Properties, Place Value, and the Additive and Subtractive Properties of Numbers. These tools of the trade provide a foundation for the teaching of all concepts. The program uses an original instructional approach that complements the diversified learning behavior of individuals.

The instructional technique employs mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation, coupled with reading in mathematics.

evidence of effectiveness Evaluation studies showed that approximately 80% of project students scored an average gain of two grade levels (Stanford Achievement Test) and were subsequently enrolled in algebra. A longitudinal study of the program shows that 92% passed algebra with a high degree of success, 85% took additional mathematics courses beyond algebra, and 15% took four years of high school mathematics.

implementation requirements School districts having a student population that includes at least one class of graduating eighth graders unprepared for regular high school algebra, wanting to use Pre-Algebra techniques and concepts to build sound understanding for basic mathematics concepts in junior high school students, and/or offering remedial mathematics classes at the high school level should consider adopting a Pre-Algebra program. A mutual adoption agreement must be signed by the D/D and the adopter before adoption begins.

financial requirements Adoption costs depend on the number of students to be taught, teachers to be trained, and attendance centers involved. Text materials: $5 per student. Laboratory materials: approximately $800 (may be used by as many as 500 students with staggered schedules).

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site or adopter site.

contact Dorothy Strong; Pre-Algebra Development Centers; 228 N. LaSalle St., Room 838; Chicago, IL 60621. (312) 641-4062.

Developmental Funding: USOE ESEA Title III JDRP No. 75-33 Approved: 5/13/75

Compiled Summer 1980

PROJECT

PROJECT PRIDE: Professional Reading Instruction with Desirable Effects

descriptors

Elementary Education, Remedial Reading, Resource Room Programs

target audience

Approved by JDRP for educationally disadvantaged pupils, grades 2-6.

description

A pull-out remedial reading program utilizing modality assessment and careful diagnosis of each learner's reading deficiencies in an eclectic approach to instruction.

The Project PRIDE diagnostic reading program has been designed to be compatible with existing commercial reading programs. Regular classroom teachers and Title I reading instructors use common diagnostic data to plan instruction skill sequences for deficient readers. Participants must be one year or more below grade level in reading.

Standardized individual oral diagnostic reading tests are administered on a pre/post basis to all students selected for participation. Pretest information is used to determine each participant's weaknesses and proficiencies. Pupils with similar skill deficiencies are grouped together for reading instruction. Groups of five or fewer attend 25-minute reading sessions conducted by certified reading specialists five days per week. Individualized instruction can be provided to pupils with severe reading deficiencies.

Title I teachers develop and maintain reading profiles for each program participant. These reading profiles identify weaknesses and strengths and help teachers to plan a program of remediation for students. Skills in need of remediation are sequenced. Modality assessment is conducted to identify each student's most effective mode of learning. Procedures for remediation of reading skill deficiencies are determined by each pupil's most receptive mode of learning.

Teacher-directed instruction provides activities geared to the needs of each group. Individualized instruction provides appropriate independent assignments for every participant. An attempt is made to increase motivation by identifying each learner's interests and by providing learning experiences compatible with those interests whenever possible.

evidence of effectiveness

Evaluation shows achievement, at every level, to be a minimum of 1.9 months of growth for each month of participation in the program. In 1978, Title I students increased reading performance by an average of 8.85 NCEs as measured by Metropolitan Achievement Test.

implementation requirements

Potential adopters are encouraged to visit the program. Three days of inservice training are required for adopters prior to implementation. Additional planning is necessary if the adopter has not developed a written scope and sequence of continuous reading skills for each grade. The smallest adopting unit is one school building.

financial requirements

A wide variety of commercially available materials already found in most classrooms is used. If materials must be purchased, start-up costs are approximately $9 per pupil. Annual maintenance costs for replacement of consumables are approximately $1.50 per student.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project-developed materials are available for purchase. Training is conducted at the project site. Project staff are available to attend out-of-state awareness sessions and to provide training at adopter site if exemplary project staff costs are paid.

contact

Horace F. Smith, Title I Director; William Penn School District; Bell Avenue Administration Building; Bell Ave. and MacDade Blvd.; Yeadon, PA 19050. (215) 623-2180.

Developmental Funding: USOE ESEA Title I

JDRP No. 79-20 Approved: 9/12/79

Compiled Summer 1980

PROJECT

PRIOR: PReschool and Improvement Of Reading

descriptors

Elementary Education, Home Instruction, Parent Education, Preschool Education, Reading Readiness, Remedial Reading, Resource Room Programs

target audience

Approved by JDRP for pre-kindergarten children with developmental delays, grade 1 pupils needing further readiness, and elementary students achieving in the lower three stanines in reading.

description

A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school.

PRIOR consists of two projects: Preschool offers early educational experiences necessary to later success in school and Reading Improvement provides remedial reading services to elementary students. PRIOR offers a management process for organizing and operating a Title I program as an integral part of a school system. Building principals are responsible for the day-to-day operation of both the Preschool and the Reading Improvement programs. Both projects are headquartered in a Central Resource Center which provides office space, materials centers, and facilities for staff inservice and parent activities. Strong emphasis is placed on parent involvement. Home-school liaison in both projects is accomplished by part-time Parent Coordinators and a Preschool Home Educator. One teacher in each project is designated Head Teacher (part-time) to coordinate staff and program activities with the Title I Director. This organization results in close cooperation and articulation between the two projects, although either one can exist singly if necessary.

Project-developed handbooks guide prescriptive and diagnostic instruction, but teachers have appreciable autonomy in selection of materials and techniques. Development of language concepts is recognized as being essential at all levels of instruction. Regular inservice for staff enhances competencies and encourages involvement in planning, implementation, and program evaluation.

A comprehensive yearly program evaluation is carried out with the assistance of outside agencies. Program changes have been introduced in response to evaluative information. The Reading Project incorporated new Title I guidelines into its evaluation procedures in 1978-79.

The Title I Preschool Project is coordinated locally with Head Start; it adheres to guidelines of both sources of federal funding. PRIOR takes advantage of many district and community resources to provide support services to students. Children attend three hours per day for 160 days each year. The Reading Project operates as a pull-out program with each child participating 30 minutes per day. Instruction emphasizes application of reading skills rather than isolated drill. A variety of easy-to-read books is provided for student use in class and at home.

evidence of effectiveness

Pre/posttesting data from Stanford Achievement Test Reading subtest administered in 1977-78 to grades 1-5 show NCE gains ranging from 4.5 to 15.5. Pre/post data from Caldwell Preschool Inventory, 1975-78, show gains ranging from 4.9 to 9.2 NCEs for project preschool. The Reading program was evaluated by Title I Model A-1 in 1977-78. Later data are available.

implementation requirements

Preschool and Reading programs can be adopted singly or together. Less than a district-level commitment is difficult except for certain elements of the Preschool program. Possible sources of funding for adoption include Title I, Title IV-C, Head Start (Preschool), and local funds, singly or combined. Key elements of PRIOR can be integrated into such already existing resources as staffing, materials, and facilities. Training is required. Length of training depends on programs adopted and degree of match with existing Title I program. Adopter must supply required data.

financial requirements

Instructional handbooks for each program (one per classroom), $8 each. Existing materials are used and a variety of supplemental reading books is recommended. Existing staffing can be used. One teacher should be designated part-time Head Teacher for each program adopted. One teacher per Reading classroom and one teacher and one aide per Preschool center are recommended. Existing facilities can be used. Installation costs per child: Reading, $50; Preschool, $26.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend selected out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Inservice is conducted at adopter sites (costs to be negotiated).

contact

Melba Treaster, Director, or Buford Plemmons, Director of Federal Projects; PRIOR; Poudre School District R1; 2407 La Porte Ave.; Fort Collins, CO 80521. (303) 484-3462 or 482-7420.

Developmental Funding: USOE ESEA Title I

JDRP No. 79-24 Approved: 5/30/79

Compiled Summer 1980

PROJECT PROGRAMED TUTORIAL READING

descriptors Primary Education, Reading, Tutoring

target audience Approved by JDRP for first-grade students in the lowest quartile who need help learning to read. This program has been used in other settings with grades 2-4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *An individualized, one-to-one tutoring program for slow learners or potential reading failures, regardless of economic or demographic background.*

Programed Tutorial Reading (PTR) supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. The teaching strategy, built on established learning principles, uses many elements of programmed instruction -- frequent and immediate feedback, specified format, and individualized pace -- but, unlike programmed instruction that uses the fading process, proceeding from many initial cues to the minimum needed for success, PTR uses the brightening process, in which minimal cues are followed by increased prompting until complete mastery of the reading task is achieved.

Children receive a tightly organized, 15-minute daily tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and decoding. Tutors are trained to follow, verbatim, the content and operational programs contained in the Tutor's Guide. These specify in detail what, when, and how to teach the content material and also limit tutors' decisions about children's responses. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise also is an essential part of the instructional technique, while overt attention to errors is minimized.

evidence of effectiveness Original objective tests and other indicators (1965-73, Indiana D/D) in inner-city, suburban, and rural schools showed gains at .01 confidence level on criterion and standardized tests and reduction of failures (retentions or assignments to special education classes) by 69%. On Gates-MacGinitie Reading Test A (Utah D/D, 1973-74), low-achieving, middle-income suburban pupils scored at a 1.9 grade equivalent at the conclusion of grade 1, against nontutored pupils' score of 1.5.

implementation requirements Minimum staffing: part-time director/supervisor and tutors. Tutors may be teacher's aides, adult volunteers, or older students. Physical facilities: quiet, well-lighted tutoring site with side-by-side seating at desk or table for tutor and student. Materials: set of basal readers, preferably same as used in classoom; Tutorial Kit for each tutor; Supervisor's Manual for each supervisor. Training: approximately 30 hours total during school year. Initial training by D/Ds after start-up year. PTR can be implemented by single schools or entire school districts.

financial requirements Personnel: approximately 98% of budget, depending on project size and number of tutors, unless tutors are volunteers. If tutors are teacher's aides and supervisors are part-time Title I teachers or reading specialists, local wage scales will apply. Materials: PTR Kits ($30 average, one kit per teacher, with five-year use expectancy). Training: cost to adopter varies with number of days and trainers. Eligible for Title I funding.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Audiovisual materials are available on loan (return postage must be paid). Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site or adopter site (costs to be negotiated). Implementation information in Supervisor's Manual is keyed to PTR component in basal series. Follow-up technical assistance is available (costs to be negotiated).

contact Phillip Harris, Director; Programed Teaching Research and Development Center; Indiana University; 2805 East 10th St.; Bloomington, IN 47405. (812) 337-6756. Susan Ward, Director; Programed Tutorial Reading; Davis School District; 45 E. State St.; Farmington, UT 84025. (801) 867-2291.

Developmental Funding: USOE ESEA Title I JDRP No. 74-17 Approved: 3/18/74

Compiled Summer 1980

PROJECT PSYCHOMOTOR LEARNINGS FOR ACADEMIC YIELDS (Project PLAY)

descriptors

Kindergarten, Preschool Education, Primary Education, Reading Readiness

target audience

Approved by JDRP for pre-kindergarten through grade 1.

description

Perceptual-motor and/or cognitive activities conducted by teachers and parents to increase children's reading readiness.

This program is based on the assumption that psychomotor deficiences (which may be due to poor socioeconomic backgrounds) will interfere with learning, especially beginning reading, and must be either prevented or corrected. Pre-kindergarten, kindergarten, and grade 1 children participate in teacher-directed perceptual-motor and cognitive activities based on a project-developed diagnostic/prescriptive curriculum guide. Gross and fine motor activities combined with cognitive learnings such as shapes, colors, and letter and word recognition help the child transfer sensory experiences to conceptual meanings.

Teachers are trained in diagnostic procedures, methods of combining perceptual-motor and cognitive instruction, and preparation of learning environments that encompass gross and fine motor and cognitive-related learnings. In addition, parents are given a training handbook and special activity packets intended to help them understand some basic principles of child development. These packets describe techniques that parents can use to teach their own children.

Involvement of the local community is an important aspect of the program. Community agencies (the mental health department, the swimming staff at the YMCA, groups of elderly people, the local library, and a speech and hearing clinic) were called on for assistance and would be helpful at any adopting site.

Project students have included special education children (15 percent) and children designated as low-achievement, high-risk, or as having motor problems (70 percent), with the remainder coming from the regular school population.

The project has a similar program for preschoolers. Three- and four-year-olds spend two hours weekly on perceptual-motor/cognitive activities that are conducted in a mobile van. These activities are reinforced at home by parental instruction.

evidence of effectiveness

In 1975-78, kindergarten pupils showed statistically significant gains (.05 level) over controls in pre/posttesting with the Boenm Test of Basic Concepts, and first-grade pupils mastered individually prescribed criterion-referenced objectives.

implementation requirements

The program can be adopted in various ways involving regular classroom teachers and staff. Three days are recommended for inservice using the training manual. One manual for each trainee is desirable. A curriculum handbook, a criterion-referenced kit, and 22 perceptual-motor booklets (for kindergarten and grade 1, to be used according to needs in the classroom) are required. Such physical education equipment as is found in most schools -- balls, ropes, balance beams, climbers, and bouncers -- is necessary. A Parent Handbook and 30 pre-kindergarten, 7 kindergarten, and 7 first-grade packets for parents, as well as a community involvement packet, are also required.

financial requirements

Curriculum guide, $20; criterion-referenced kit, $20; 22 K-1 perceptual motor booklets, $13; training manual, $10; parent handbook, $4.50; 30 pre-kindergarten parent packets, $24; 7 kindergarten parent packets, $6; 7 first grade parent packets, $6; community involvement packet, $5.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome at demonstration sites. Training is conducted at project site or adopter site (cost to be negotiated). Follow-up technical assistance is provided (cost to be negotiated).

contact

Evelyn Murray; Bristol Virginia Schools; 222 Oak St.; Bristol, VA 24201. (703) 669-8181.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-38 Approved: 4/22/80

Compiled Summer 1980

PROJECT

PROJECT R-3: Readiness, Relevancy and Reinforcement

descriptors

Career Education, Continuous Progress Plan, Mathematics, Performance Based Education, Reading, Secondary Education

target audience

Approved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simultation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

evidence of effectiveness

The overall reading achievement gain for 1972-73 on the Comprehensive Test of Basic Skills (CTBS) Form R Level 3 exceeded normal expectations by three months. Per-month average gains were 1.4. The overall mathematics achievement gain for 1972-73 on CTBS was two years for eight months in the program. Highest gains were in Computation and Concepts (2.3 and 1.9). Lowest gain was in Math Application (1.3). An outside evaluator is contracted for both product and process evaluation.

implementation requirements

Reading and mathematics teachers should have a knowledge of the diagnostic/prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Approximately 50 hours of inservice work are accomplished by each staff member in a given year.

financial requirements

The basic materials of a secondary-level reading program can be utilized. Special prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment at project and demonstration sites. Training is conducted at the project site (adopter pays only its own costs). Training can be conducted out of state (exemplary project staff costs may be paid). Project staff are available for awareness, in-depth workshops, training, and technical assistance.

contact

Pauline E. Perazzo; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or -1112.

Developmental Funding: Variety of State and Federal Sources JDRP No. 74-13 Approved: 2/20/74

PROJECT

READING ENGLISH ROTATION PROJECT

descriptors

Language Arts, Reading, Secondary Education, Team Teaching

target audience

Approved by JDRP for grades 7-9.

description

A rotating classroom approach to teaching reading skills to students, grades 7-9. Not a pull-out model.

An organizational pattern has been designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through a variety of reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills, as opposed to a pull-out model.

evidence of effectiveness

The mean gain for the 104 participants during FY 1972 was 1.3 years (Gates-MacGinitie). The average achievement prior to the project was 2.65 years in six years of schooling. Over a 10-year period, participants have averaged one month's growth in reading per month of instruction, as measured by standardized achievement tests.

implementation requirements

Two state-paid teachers, one lead reading teacher (Title I), and four federally paid paraprofessionals are required. This staffing equals one rotation and/or 60 students, which equals three classrooms. Materials already found in most schools are used.

financial requirements

$15 per student, excluding personnel.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site from October to April by appointment. Satellite centers in Illinois, Mississippi, New York, North Carolina, and Pennsylvania welcome visitors. Project staff are available to attend out-of-state awareness meetings (one-half of project staff expenses must be paid). Training is provided at project site (adopter pays its own costs, plus $15 per teacher for materials). Training is conducted out of state (expenses must be paid).

contact

Marcelyn Hobbs, Program Director; Reading English Rotation Project; Norris School; McDuffie County Schools; Thomson, GA 30824. (404) 595-3527.

Developmental Funding: USOE ESEA Title I JDRP No. 35 Approved: 4/4-5/73

Compiled Summer 1980

PROJECT PROJECT READING IMPROVEMENT

descriptors

Elementary Education, Remedial Reading, Resource Room Programs, Secondary Education, Tutoring

target audience

Approved by JDRP for grades 2-8. This program has been used in other settings with grades 1 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A laboratory and tutorial project attacking the problem of reading deficiencies of children in grades 2-8.

One-to-one instruction is provided by 13 tutors for first graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. Each of the 16 reading laboratories is staffed with a specially trained reading teacher and a paraprofessional assistant. Eleven are certified as reading teachers and two are working toward reading certification in addition to their elementary grades certification. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes of laboratory instruction each day. Laboratory periods are scheduled so they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or fewer so that much individual instruction can be given. The standard reading lab is divided into three parts: the first is usually small-group work in word analysis, the second is for reading specific material listed on a student's folder, while the third is for individual work designed to meet individual needs. Children's reading skills in 277 separate areas are diagnosed, and prescriptive instruction is provided to correct deficiencies. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals throughout the year. Primary emphasis is on comprehension, but vocabulary, speed, and accuracy are also stressed.

Efforts are made to use instructional techniques that differ from those of conventional classrooms, in order to capture and maintain the participants' interest and to increase motivation. Project staff have learned that a principal cause of reading problems is lack of desire to learn to read. A variety of learning activities is provided to correct problems arising from lack of interest.

evidence of effectiveness

Laboratory participants are pretested in September and posttested in April. The project objective is 1.5 years grade equivalent gain for all participants during the seven months. The actual mean gain (average over a five-year period ending 1976-77) was 1.61 years or 2.3 months per month of instruction. Standard scores were also used for evaluation. For each grade level (2-8), gains exceeded one-third of a standard deviation mean gain for all participants. Mean normal curve equivalent gain for all children 1978-79 was 11.5 (Gates-MacGinitie tests).

implementation requirements

Project requires a trained reading teacher and a paraprofessional assistant for every 50 students. Laboratories use teacher-made and commercial materials. Appropriate audiovisual materials are also used. A cross-indexed system of materials designed to develop particular skills is maintained. High-interest, low-difficulty materials see extensive use. Instructional games and materials are used to stimulate genuine interest and total involvement. Project is suitable for Title I adoption.

financial requirements

Set-up cost for equipment is approximately $1,000, less the value of appropriate audiovisual equipment already on hand. Set up costs for materials total approximately $1,000 per 50 students. Upkeep material costs average approximately $200 per year for each lab (50 students).

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

contact

W. C. Blackmore, ESEA Title I Director, or Thelma D. McDuffie, Dissemination Coordinator; P.O. Box 1239; Burgaw, NC 28425. (919) 259-2187.

Developmental Funding: USOE ESEA Title I JDRP No. 74-103 Approved: 10/18/74

Compiled Summer 1980

PROJECT

READING -- INDIVIDUALIZED REMEDIAL LABORATORIES
MATH -- INDIVIDUALIZED REMEDIATION

descriptors

Elementary Education, Remedial Mathematics, Remedial Reading, Resource Room Programs, Secondary Education

target audience

Approved by JDRP as a reading program for children age 6-18. This program has been used in other settings as a mathematics program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

The reading laboratories have been developed for high concentration on the improvement of basic reading skills. A reading laboratory staffed by one special reading teacher and a paraprofessional accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his/her needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors or developed both by consultants and project teachers. Emphasis is placed on inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory services and support.

The mathematics program provides systematic remedial instruction in areas of individual student weaknesses. A teacher and a paraprofessional work with 80-120 students daily in a specially equipped classroom. The mathematics laboratories are characterized by a focus on carefully selected essential concepts, skills, and applications with number ideas and computation; an individualized approach to the instruction; a meaningful approach to the learning of content; careful monitoring of student achievement; and teacher guidance in a supportive atmosphere. The program is based on project-developed materials, reinforced by a variety of supplementary resources and activities. Daily work is guided by individual prescriptions consisting of two or three types of activities. Inservice education receives a strong emphasis through workshops, consultant visits, and local supervisory services and support. There is an ongoing evaluation of project content, materials, instructional procedures, and overall achievement pattern of students.

evidence of effectiveness

Data collected in 1977-78 following JDRP approval showed the following average gains over an eight-month period: Slosson Oral Reading Test, 1.28 years average gain; Gray Oral Test, 1.51 years average gain; California Reading Achievement Test, 1.15 years average gain; California Math Test, 1.11 years average gain. The individualized laboratory approach seems also to minimize student negative behavior through individual and positive reinforcement.

implementation requirements

An extra teacher and paraprofessional are required to serve up to 120 students. A classroom facility for use as a laboratory is needed. Normal furnishings (tables and chairs that can be arranged in a flexible manner) are suitable. A filing cabinet for student record folders is needed. It is desirable to have an audio-active card reader and three or four cassette player-recorders. Start-up training takes eight hours; continuing training takes a minimum of two hours per month, but six to eight hours are preferable.

financial requirements

Expenditures averaged approximately $229 per student. This figure includes all administrative and backup support services. (Project staff noted that past experience and thrust in the reading area made for easier organization and utilization of previous projects' materials, equipment, and staff.)

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (coverage of expenses will depend on situation).

contact

Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470;
Albany, GA 31702. (912) 436-6544.

Developmental Funding: USOE ESEA Title I JDRP No. 74-107 Approved: 10/18/74

Compiled Summer 1980

PROJECT READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

descriptors

Elementary Education, Parent Education, Remedial Reading, Self Concept

target audience

Approved by JDRP for pupils, grades 1-4, reading below grade level. This program has been used in other settings with pupils in grades K and 5-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A team-approach program to improve reading achievement and self-concept of reading-disabled students.

The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, diagnose the child's problems, develop an individualized educational program to alleviate the problems, and continually evaluate the child and the program. The project's main component is a reading services program that includes direct services to students through individual and small-group remedial instruction and indirect services to students through a consultant service to their classroom teachers and parents.

Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. In cases where initial evaluation by the guidance/social worker team finds that an in-depth evaluation is necessary, services of a consulting psychological/psychiatric team are employed. It has been found that a student's inability to read may be causal, affecting the child's total progress in school, or that it may be symptomatic of other problems (social, emotional, physical, etc.) which are adversely affecting the child's developmental progress. Through a team effort the "total" child is made to function more effectively.

Another important component is total parent involvement, including regularly scheduled parent-teacher conferences, formalized 10-week parent study groups, and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early-identification program which involves health and developmental screening of pre-kindergarten students, parent information sessions, and a special readiness program once the child in need enters kindergarten. The highly successful secondary program emphasizes the teaching of reading through the content areas, with the reading specialist providing (for the most part) consultant services to the teachers of identified students.

evidence of effectiveness

Evaluation results, 1973-74: 80% of RIPPS students gained eight or more equivalency months (Gates-MacGinitie Vocabulary Test); 71% made similar gains on Gates-MacGinitie Comprehension Test; 78% increased their instructional reading level by one or more levels (Silvaroli Classroom Reading Inventory); locally devised affective surveys showed increases in attitude about self (to 88%), school (to 81%), and peers (to 82%). Similar results were achieved in succeeding years.

implementation requirements

Most school departments already possess staff needed for implementation of RIPPS. Program can be adopted through reorganization of staff and commitment to the team approach for meeting learner needs. Reading and pupil personnel specialists must be willing to train and involve parents. Successful adoption depends on people: the more interaction the better. Site visitations and/or telephone conferences are essential. Training is tailored to adopter needs. Project-developed 10-module multimedia training package is used at adopter site by local coordinator after training at project site. Smallest adoption unit is an entire school.

financial requirements

Cost of implementation varies with availability of appropriate staff at adopter site. A variety of commercially available reading management materials already found at many schools is used. Some adaptations have been implemented at no local cost.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome during school year by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted out of state (expenses must be paid).

contact

Michael W. Mello, Director of Grant Programs; Office of Grant Programs; Portsmouth School Department; Portsmouth, RI 02871. (401) 253-2444.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-124 Approved: 12/16/74

Compiled Summer 1980

PROJECT SCHOOL VOLUNTEER DEVELOPMENT PROJECT

descriptors

Elementary Education, Learning Disabilities, Mentally Handicapped, Remedial Mathematics, Remedial Reading, School Community Programs, Special Education, Volunteers

target audience

Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics, for teachers desiring tutor assistance, and for volunteer community members. It has been used in grades K-1 and 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials; recruitment procedures to generate a resource pool of volunteers; training for volunteers and teachers who use these services; and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two administrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers, and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

evidence of effectiveness

A pre/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6, with the Stanford Achievement Test and Metropolitan Reading Achievement Test. Results of data analysis indicate that pupils in grades 2-6 performing one or more years below national norms who were tutored by project volunteers made significant achievement gains over nontutored control groups (seven months for each month of tutoring).

implementation requirements

Adopters must appoint a project coordinator; this person may be a staff member or a volunteer. Adopters must operate the project in at least one school and evaluate the effect of the project on student achievement. The number of staff required depends on the number of students served.

financial requirements

Based on a paid coordinator, the total per-pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). This cost can be reduced to approximately 70¢ if the adopting school or district uses a staff member or volunteer to coordinate the program.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (two-day sessions held the third Wednesday and Thursday of each month). Project staff can attend out-of-state conferences. Training is conducted at the project site. Training is conducted out of state. Costs are negotiated for all services.

contact

Gina Craig, Project Director, or Johanna Bullock, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.

Developmental Funding: USOE ESEA Title III JDRP No. 75-79 Approved: 12/18/75

Compiled Summer 1980

PROJECT

SEAPORT: Student Education Assuring Positive Organized Reading Techniques

descriptors

Elementary Education, Remedial Reading, Secondary Education

target audience

Approved by the JDRP as a remedial reading program for students in grades 2-3 and 6-12 who are most in need and at least one year below the appropriate grade level. This program has been used in other settings with grades 1, 4, and 5 and with preschool students in a home/school liaison program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program applying school-based and home/school liaison approaches to remedial reading problems.

Project SEAPORT is a remedial reading program which provides Title I students, grades 1-12, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. A skilled reading specialist works with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas.

Project success is enhanced by cooperation between the reading specialist and classroom teachers. The specialist provides regular consultant services to classroom teachers. Staff development is a major component of the program. Inservice training is provided for the reading specialist and classroom teachers.

Student progress is assessed each year, using pre- and posttest scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation.

Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, a parent advisory council, frequent dissemination of information on project activities to the community, and an annual needs assessment. These activities are coordinated by a home/school liaison specialist.

Subsequent to receiving JDRP approval, Project SEAPORT instituted educational interventions for children prior to entering school. Pre-kindergarten youngsters identified by home/school liaison staff as having developmental lags receive instruction and remediation in specific skills.

evidence of effectiveness

Data from testing of project students with the Gates-MacGinitie Reading Test at the time of JDRP approval in 1973 indicate an average grade equivalent gain of 1.5 in vocabulary and 1.6 in comprehension. Project evaluation statistics for 1979 show an average NCE gain of 10.

implementation requirements

One remedial reading specialist is required for every 30-40 students. A reading specialist must work both in laboratory and classroom settings. Classroom teachers must set aside time for weekly consultations with the reading specialist. A reading lab with a variety of commercially available auditory and visual materials in it is necessary. A professional home/school liaison specialist is needed when implementing the parent/community involvement component and to set up screening and programming for the preschool component. Start-up training for a reading specialist and classroom teachers takes between two and three days, depending on components adopted.

financial requirements

Cost of implementation varies with site requirements. Costs include staffing and training (release time, travel, and per diem). Training manual for each workshop participant, $10. Management Manual, $50.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available free. On-site visits are encouraged. Training is conducted at project site or adopter site. Follow-up assistance is available for adopters.

contact

Mary C. Macioci, Project Director, or Mary E. Kohring, Disseminator Facilitator; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office; Mary St.; Newport, RI 02840. (401) 849-4588.

Developmental Funding: USOE ESEA Title I

JDRP No. 29 Approved: 4/9/73

Compiled Summer 1980

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PROJECT STAMM: Systematic Teaching And Measuring Mathematics

descriptors

Arithmetic, Continuous Progress Plan, Elementary Education, Kindergarten, Mathematics, Secondary Education

target audience

Approved by JDRP for students of all abilities, grades K-8. This program has been used in other settings with grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A complete mathematics curriculum for kindergarten through Algebra II-Trigonometry, including alternative high school courses.

The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students, kindergarten through senior high school. The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are basic to STAMM. Careful monitoring of student progress, measurement of mathematics competencies, and alternative courses at the high school level are featured. The program may be used successfully in many different classroom situations, including small-group instruction, large-group instruction, individualized instruction, team teaching, and math lab. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made resources may be incorporated as well.

Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress.

The basic skills continuum for grades K-8 is covered in levels A, B, C, D, E, F, GE, G, and H. High school courses are defined for Mathematics Competencies, Algebra I, Geometry, Algebra II, Trigonometry, Applied Math, Vocational Math, and Rapid Calculation.

Special materials are packaged for Title I and special education emphasis for use in regular classrooms and labs.

evidence of effectiveness

Between two-thirds and three-fourths of all Jefferson County students now score above the national norm on the Comprehensive Test of Basic Skills at grades 4, 6, and 8. This achievement has been consistent from 1973 through spring 1980. Prior to implementation, roughly half the students scored above the national norm.

implementation requirements

STAMM guides, tests, and workbooks may be used by a single teacher or an entire school system. The more levels involved in implementation, the greater the gains from the continuous-progress aspect of STAMM. A one- or two-day training session prior to implementation is recommended. Weekly or monthly meetings are recommended for the local staff. STAMM does not dictate teaching style, and may be used in any classroom setting. Textbooks may be used as an integral part of the program, but experience advises that they be supplemented with teacher-made or STAMM resource materials.

financial requirements

STAMM teachers' manuals, K-12, $15 each. Each teacher needs one manual for each level or course taught. Test books and workbooks: $3.25 each for single copies, $2.75 each for 11-100 copies, and $2.50 each for 101+ copies. Materials may be reproduced locally if quality printing facilities are available.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Awareness and training sessions are available at adopter site within funding and scheduling limitations. Training is also available at the developer site. Visitations may be scheduled with advance notice but are not a prerequisite for adoption. Training dates at the developer site for 1980-81 are scheduled for: October 16-17 and December 4-5, 1980; February 23-24, May 4-5, and July 8-9, 1981.

contact Glyn H. Sharpe, STAMM Project Director; Jefferson County Schools; 1209 Quail St.; Lakewood, CO 80215. (303) 231-2341.

Developmental Funding: USOE ESEA Title III

JDRP No. 76-87 Approved: 6/23/76

Compiled Summer 1980

PROJECT STRATEGIES IN EARLY CHILDHOOD EDUCATION

descriptors Continuous Progress Plan, Kindergarten, Preschool Education, Primary Education, Readiness

target audience Approved by JDRP for all students, ages 4-8.

description *A continuous-growth program with sequential program materials which bridges the gap between preschool, kindergarten, and first grade.*

The concepts of the project are: A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age 4 to about age 8; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a class record chart to chart each student's starting point as indicated by the screening and to chart each student's continuous progress; a prescription guide, which includes each educational objective stated on the scope and sequence chart; and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to develop auditory, visual, motor, and verbal language skills leading to reading, math, and language development.

evidence of effectiveness The Metropolitan Readiness Test indicates that project students scored significantly higher ($p \leq .05$) than non-project students. Comparison within the project, using the Metropolitan Readiness scores and comparing t values, shows that project children did significantly better as teachers more fully implemented the project.

implementation requirements Steps for adoption include an awareness session and training sessions for philosophical issues, screening, instructional methodology, monitoring, and evaluation. The program may be implemented by a classroom or a district. Training usually begins with a two-day workshop, with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters. Regular and classroom instruction equipment is adapted to project objectives. The project does not require additional staff, though it is helpful to have a teacher's aide or parent volunteer to assist during the initial stages.

financial requirements Materials: project overview booklet, no charge; criterion-referenced screening instrument, $2.25; pupil edition, 75¢; chart of sequenced objectives, 25¢; class record chart, 25¢; prescription guide, $4.75. When funding is available through NDN, cost to adopting district will be cost incurred while project staff is on-site.

services available An NDN-funded Developer/Demonstrator project.

Awareness and training materials are available. Visitors are welcome by appointment. Consultations for awareness and training sessions are available.

contact Robert Schramm, Project Director; 908 W. Main St.; Waupun, WI 53963. (414) 324-4461.

Developmental Funding: USOE ESEA Title III JDRP No. 74-75 Approved: 5/29/74

Compiled Summer 1980

PROJECT STUDENT TEAM LEARNING: Intergroup Relations

descriptors

Elementary Education, Health Education, Intergroup Relations, Language Arts, Mathematics, Peer Teaching, Secondary Education

target audience

Approved by JDRP for students, grades 5-12. It is now used in grades 2-4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A set of instructional techniques placing students in four- or five-member multiethnic learning teams to master basic skills.

Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The students' quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. Two STL programs have JDRP approval of their own. STAD is approved for language arts and TGT for language arts and math. Any district that adopts STL also adopts STAD and TGT.

Student Team Learning can be used with the teacher's manual alone and teacher-made curriculum materials. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

(Student Team Learning: Intergroup Relations, Teams-Games-Tournament [TGT], and Student Teams-Achievement Divisions [STAD]: Language Arts, all described in this catalog, are affiliate projects of Student Team Learning, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.)

evidence of effectiveness

Six studies have shown that Student Team Learning techniques increase intergroup friendships significantly more than control methods. The studies were conducted in integrated inner-city, rural, and suburban schools, and involved white, black, and Mexican-American students. Student Team Learning techniques have had positive effects on learning in the areas of mathematics, language arts, social studies, and reading, as well as on self-esteem, mutual concern, and liking for school.

implementation requirements

Individual teachers can use Student Team Learning with the manual alone or with the available training filmstrip/tape. Participation in a six-hour workshop is recommended.

financial requirements

Manual and materials for Student Team Learning with teacher-made materials, $3. Manuals with single copies of worksheets and quizzes for 20 one-week units (language arts 3-6, language arts 7-8, mathematics 3, 4, 5, 6, 7, and 8, consumer math, nutrition 4-6 and 10-12), $10 each; language arts 3-6 (100 units), $25. Supplementary manuals for reading, mathematics, language arts, social studies, mainstreaming, and class management, $1 each.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and additional demonstration sites out of state by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its costs). Training is conducted at adopter site (costs to be negotiated). Certified trainers in 30 states can provide one-day, hands-on workshops sufficient for mastery of STL techniques for a standard fee of $100 plus expenses.

contact

Ruth H. Carter, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.

Developmental Funding: National Institute of Education JDRP No. 78-199a Approved: 2/15/79

Compiled Summer 1980

PROJECT

STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD): Language Arts

descriptors

Elementary Education, Intergroup Relations, Language Arts, Peer Teaching, Secondary Education, Self Concept

target audience

Approved by JDRP for students of all abilities, grades 4-9. This program has been used with students in grades 2-3 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An instructional technique placing students in four- or five-member heterogeneous learning teams to master basic language skills.

STAD is one of three Student Team Learning instructional processes. In STAD, students are assigned to four- or five-member teams. Each team is composed of a relatively high-achieving student, a low achiever, and two or three average achievers. Teams are composed of both minority and nonminority students, boys and girls.

The teacher using STAD follows a regular pattern of activities, the first day teaching a lesson on the class objective. The next day, students go into teams to study the material the teacher has presented. The students use worksheets and answer sheets to help each other study the material and to assess their mastery of it. During this time, students typically quiz each other, explain problems, and mutually help each other become proficient in the skill. Finally, students take a 15-minute quiz on the material with no help from their teammates. Each student earns quiz points determined by comparing his/her score with scores of students on other teams who have about the same past academic performance. Individuals' points are compiled into team scores, and team scores are recognized in a class newsletter at the end of the week.

Students using STAD in language arts typically learn more than students in traditional control classes, especially as measured by standardized tests. STAD students also gain more than control students in liking for school, self-esteem, positive relationships with students of different races, and other outcomes. STAD can be used with teacher-made materials or with inexpensive materials available from the project. It is easy to learn and use, and there are project trainers all over the United States able to help teachers learn to use STAD in the classroom.

(Student Teams-Achievement Divisions [STAD]: Language Arts, Student Team Learning: Intergroup Relations, and Teams-Games-Tournament [TGT], all described in this catalog, are affiliate projects of Student Team Learning, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.)

evidence of effectiveness

Six studies have shown that STAD students achieve two or three times more than would be expected, based on standardized test norms. Studies were conducted in urban, rural, and suburban schools with students in grades 4-6. Tests used were Hoyum-Sanders English Test and Comprehensive Test of Basic Skills Language Mechanics and Language Expression Subscales.

implementation requirements

Individual teachers can use STAD with the teacher's manual alone or with the manual plus the training filmstrip-tape. Available curriculum materials save teachers the task of making worksheets and quizzes. A two-hour workshop is recommended but not essential. Part of the Student Team Learning program, STAD can be implemented along with the other Student Team Learning methods or by itself.

financial requirements

Teacher's manual (all Student Team Learning techniques), $2. Manual set (manual, forms, and other Student Team Learning materials), $3. Awareness/training filmstrip-tape, $15 (refundable). Curriculum materials for language arts: grades 3-6 (20 one-week units), $8; grades 3-6 (100 one-week units), $25; grades 7-8 (20 one-week units), $8. Supplementary manual, $1. No special equipment or staff needed.

services available

No special network funding supports this project's dissemination efforts.

Awareness and training materials include brochure (free), teacher's manuals, filmstrip-tape, workshop leader's manual. Project trainers in 30 states are able to provide awareness or training workshops anywhere in the United States for a standard fee of $100 plus expenses. Potential adopters may visit demonstration sites in Maryland and elsewhere by appointment.

contact

Ruth H. Carter, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.

Developmental Funding: National Institute of Education   JDRP No. 79-12   Approved: 4/17/79

Compiled Summer 1980

PROJECT A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII)

descriptors Arithmetic, Continuous Progress Plan, Elementary Education, Mathematics, Reading

target audience Approved by JDRP for students of all abilities, grades 1-6. It has been used in other settings with grades 7 and 8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A systematic instructional program in the basic skill areas of reading and mathematics.*

SAII has developed criterion-referenced tests and learning modules for 155 reading skills, e.g., readiness, phonics, syllabification, and structural analysis, plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions plus student worksheets to accompany over 400 paperback books, e.g., Profiles in Courage, Henry Huggins, Little Red Hen. Each set of questions has been divided into lessons, with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced tests -- math and reading) or basic skill development (learning modules in reading and math or comprehension components of reading).

evidence of effectiveness After implementation of the project, there was a dramatic reversal of a declining trend in academic ability at the project school. Evaluation data also showed a positive impact on academic progress of project students. Copies of the evaluation report are available from Mark Greene, Northwest Regional Educational Laboratory.

implementation requirements A one- to three-day preadoption workshop is required. Consultant help is available at cost. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component, one. Master tapes -- available for reproduction -- are required for the reading component.

financial requirements Print-ready set of project materials is available at cost. Diagnostic tests: reading, $20; math, $24. Learning modules: reading, $70; math, $120; comprehension questions, $165; games to accompany reading learning modules, $20.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome October through March. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 476-1484.

Developmental Funding: USOE ESEA Title III JDRP No. 15 Approved: 4/4-5/73

Compiled Summer 1980

PROJECT

TALK: Teaching Activities for Language Knowledge

descriptors

Communication Skills, Kindergarten, Primary Education

target audience

Approved by JDRP for elementary students, grades K-3, scoring at the 50th percentile or below on a standardized reading test.

description

A program improving expressive and receptive vocabulary skills and language, grades K-3.

A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

evidence of effectiveness

Statistically, TALK has shown that all K-3 students can significantly improve their receptive and expressive vocabulary. Tests utilized: Wechsler Preschool and Primary Scale of Intelligence vocabulary subtest, Wechsler Intelligence Scale for Children vocabulary subtest, and, as a receptive measure, the Peabody Picture Vocabulary Test, Form A.

implementation requirements

The adopting district must provide a speech and language clinician or an elementary teacher with a background in language development or reading for one hour per week for each classroom receiving TALK. The TALK program can be adopted by as few as one language specialist and two classroom teachers in a school district. After language specialists have been trained in program methods and procedures, they can train other personnel in the local district. TALK staff assist each adopting district, designating an evaluation battery to assess the effectiveness of the program as it is implemented. A certified psychologist must be available during the pre- and posttesting period.

financial requirements

A minimum of two hours of release time per week must be provided for a speech and language clinician or teacher to service two classrooms. Each language specialist and classroom teacher must have a copy of the TALK instructional manual, $35. A TALK training manual, $10, is suggested for each school district.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional home-state demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter only pays costs of training materials).

contact

Roberta Stiles, Project Coordinator; Muldoon Center; Rockford School District #205; Rockford, IL 61102. (815) 964-7019.

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 Approved: 7/11/79

Compiled Summer 1980

PROJECT TEAM ORIENTED CORRECTIVE READING (TOCR)

descriptors Elementary Education, Remedial Reading, Team Teaching

target audience Approved by JDRP for grades 2-6. This program has been used with grades 1 and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A referral corrective reading program for grades 2-6.*

Wichita's Team Oriented Corrective Reading program is a large-scale supplemental remedial reading program operating in the city's Title I target public elementary schools and available to eligible parochial schools. Instruction is diagnostic, individualized within ad hoc groups of pupils, and correlated with the classroom reading program. Correlation is achieved through use of the Wichita Management System for Reading (including Behavioral Objectives, Student Reading Record Card, and Class Criterion Test Record).

Long-range program goals are to improve basic reading skills, use of library media, and pupil attitudes and work habits. The six phases of the program (identification, screening, diagnosis, scheduling, instruction, and evaluation) and its team-oriented philosophy are delineated in the handbook Team Approach to Reading Success. The handbook and the Process and Performance Objectives are integral parts of the program; they describe the roles of the different team members and suggest timetables for program activities. Based on research results over a number of years, an eclectic approach, using multilevel, multimedia materials, is emphasized; however, four systems (EDL's Listen, Look and Learn, Hoffman, Psychotechnics, and Random House High Intensity Learning) are operational and may be observed in this urban setting.

Instructors are specialized teachers certified in reading with the dual responsibility of providing student instruction and resource services to building staff and parents. Instructional paraprofessionals are utilized when caseloads exceed 50 pupils.

Parent Advisory Councils play an important role in program planning and operation. The Reading Task Force provides input to administrators, program personnel, and teachers. Through the Title I Parent Education Aide Program, parents tutor students individually or in small groups. Reading teachers and parents plan parent workshops on reading skills and reinforcement.

evidence of effectiveness The program has been evaluated annually since its inception in 1966 by the Research Division of the Wichita Public Schools, using a comparison of pre- and posttest scores on the California Achievement Test. The goal is an average mean gain of 1.0 in grade equivalent or a positive NCE gain per year of instruction. Monthly gains ranged from 1.0 to 1.7.

implementation requirements Adopters may implement the program in a single school or at the district level. The key to successful adoption is qualified teachers who have the training and expertise necessary to teach corrective reading students diagnostically and to serve as resource persons for staff and parents. Space and furnishings adequate for small-group instruction of students and storage of materials are necessary. TOCR guides will be provided to adopters at printer's cost; other materials are dictated by students' needs and may be determined by the reading teacher.

financial requirements Start-up costs of hiring one special reading teacher and purchasing a wide variety of commercially available materials and equipment run approximately $450 per pupil, based on a caseload of 50 pupils. Installation costs may be as low as the price of the teacher training kit provided a certified teacher and instructional materials are already available. Materials and equipment maintenance costs average about $9.50 per pupil at the Wichita site.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. An awareness filmstrip-tape is available for loan or purchase. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted at adopter site (expenses must be paid). Follow-up technical assistance is available to adopters (expenses must be paid).

contact James G. Howell, Director, or Joyce Mattson, Coordinator, 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214. (316) 268-7871 or -7764.

Developmental Funding: USOE ESEA Title I JDRP No. 28 Approved: 4/4-5/73

PROJECT TEAMS-GAMES-TOURNAMENT (TGT)

descriptors

Basic Skills, Elementary Education, Peer Teaching, Secondary Education

target audience

Approved by JDRP for pupils of all ability levels, grades 3-12.

description

An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.

Teams-Games-Tournament (TGT) is an instructional method that reorganizes the classroom by dividing pupils into four- or five-member groups for study and peer tutoring on worksheets. Individual group members then play instructional games against members of equal ability from other groups to score points for their teams. The TGT instructional method is appropriate for any curriculum unit (grades 3-12) that offers basic skills or factual information to heterogeneous groups.

Teachers may use only the TGT Teacher's Manual or include the worksheets and games already developed by the Center that cover specific instructional objectives. TGT is designed to supplement traditional lecture or drill methods, individualized instruction, or performance-based instruction. The TGT instructional process is carefully sequenced to enhance academic achievement, but teachers may adapt and change elements to meet certain objectives.

TGT curriculum units are designed for six to eight weeks' use in each class period, although shorter units may be completed in three to four weeks. The units help to improve basic skills, promote positive pupil attitudes toward schoolwork and classroom experiences, and increase cooperation through peer-tutoring.

(Teams-Games-Tournament [TGT], Student Team Learning: Intergroup Relations, and Student Teams-Achievement Divisions [STAD]: Language Arts, all described in this catalog, are affiliate projects of Student Team Learning, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.)

evidence of effectiveness

Ten experimental studies have demonstrated positive TGT effects on academic achievement in math and language arts. Each study employed a control group and pre- and posttest measures of standardized achievement (Stanford Achievement Test in Mathematics, Hoyum-Sanders English Tests), plus treatment-specific tests. Four experimental studies have shown very positive TGT effects on classroom race relations.

implementation requirements

Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training, followed by workshop training (one half-day). If TGT's published curriculum materials are used, no teacher development of materials is required.

financial requirements

Basic starter kit for use with teacher-made worksheets and games is available for $3. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language Arts, grades 3-8, 100 objectives, $25; 20 usage objectives, $8. Mathematics, grades 3-8, 20 basic objectives per grade level, $8 per grade level.

services available

An NDN-funded Developer/Demonstrator project.

Awareness and training materials (brochure, teacher's manual, research articles, and filmstrip) are available. Awareness and workshop training for adopters are available from project personnel and from certified trainers throughout the country.

contact

Ruth H. Carter, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.

Developmental Funding: National Institute of Education JDRP No 75-81 Approved: 12/18/75

Compiled Summer 1980

PROJECT

TITLE I CHILDREN'S PROGRAM: Learning To Read Through The Arts, Division of Curriculum and Instruction, New York City Board of Education

descriptors

Art, Elementary Education, Remedial Reading, School Community Programs

target audience

Approved by JDRP for children, grades 4-6, who are reading at least one year below grade level and who are Title I eligible (some seventh graders accepted as apprentices).

description

An intensive, individualized, remedial reading program presented through the arts.

Reading teachers and specially trained professional artists/artist teachers work with Title I eligible children at sites in each of the boroughs of Manhattan, Staten Island, Queens, Brooklyn, and the Bronx. At the developer site, children in grades 2-6 are serviced, as well as special education students. The program is also suitable for grades K-1 and 7-12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Queens Museum, the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum, and Ballet Hispanico of New York. This intensive, individualized reading program focuses on improving reading skills through student involvement and interest in the arts. It integrates a total art program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the reading teachers in small groups or individually for an average of three hours per week. Students receive additional reading instruction for another five hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super 8 film, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. A series of parent workshops is also held. Preservice and inservice training are available. There is an annual Learning to Read Through the Arts exhibition of work by participating students, and a performing arts and film festival. The program provides teacher training for classroom teachers whose students are participating in the Title I Learning to Read Through the Arts Program. The program also provides technical assistance and instructional materials to schools wishing to reinforce the Title I Learning to Read Through the Arts Program in the participants' home schools.

evidence of effectiveness

At the time of validation, participating students in a six-month program improved an average of 1.78 school years (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 2, and 8.4 months (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 3.

implementation requirements

Reading teachers/classroom teachers, professional artists, and/or artist teachers are trained in the Learning To Read Through The Arts methodology. Teacher-made pupil-oriented materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

financial requirements

Training materials are available at no cost to adopters as long as the supply lasts. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented. Excluding costs of personnel, each reading-oriented workshop costs approximately $342 per 25 students.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact

Bernadette C. O'Brien, Project Director; Title I Children's Program: Learning to Read Through the Arts; Division of Curriculum and Instruction; New York City Board of Education; 131 Livingston St., Room 621; Brooklyn, NY 11201. (212) 787-0470 or -7582.

Developmental Funding: USOE ESEA Title I JDRP No. 74-18 Approved: 3/25/74

Compiled Summer 1980

PROJECT TITLE I READING, GRADES 2-6

descriptors

Class Management, Elementary Education, Remedial Reading

target audience

Approved by JDRP for students, grades 2-6, residing in identified Title I attendance centers and performing at or below the 40th percentile in reading.

description

A diagnostic/prescriptive approach to the teaching of remedial reading through the use of a locally developed management system.

The major goal of the Fort Dodge Title I reading project is to provide individualized instruction for students in grades 2-6 who are performing below the 40th percentile in reading so these students may become competent independent readers. A management system developed by the Fort Dodge staff is the core of the program. It is flexible enough to be adapted to any basal series and to the needs and philosophy of any adopting district.

This system has five components. The Hierarchy of Skills is a listing of essential reading skills, stated in behavioral terms, placed in sequential order, and divided into three levels of difficulty. The three skill strands within the hierarchy are decoding, language development, and comprehension. There are pre- and posttests for each skill. The Individual Student Record Form is a chart listing all of the skills in the hierarchy in condensed form. For each skill there is space for pre- and posttesting dates and teacher's comments. These forms become the children's individual educational plans and transfer with them if they leave the attendance center. Because Title I has been in existence in Fort Dodge since 1965, there is an abundance of teaching materials in each of the centers. These materials were coded to correspond to skills in the hierarchy and described on file cards, which were placed in a Resource File. Suggestions for teaching specific skills and examples of student activities were also coded and placed in the file. Provisions have been made for staff members to continue to expand their own files with workable resources. The Parent Report Form, "From School House to Your House," is a nonthreatening progress report form to be used when conferences are not held. The Parent Handbook was developed as an idea book of activities for parents to use at home in everyday situations to build reading skills. It is distributed at Title I parent conferences.

This uncomplicated structure allows a staff member to conduct comprehensive individual student diagnoses, to plan an appropriate program for students based on diagnoses and using materials, supplies, and equipment coded to skills and available in the resource file, and to keep a record of student's progress using the individual student record form to communicate with classroom teachers, administrators, and parents.

evidence of effectiveness

Pre/post scores from the Gates-MacGinitie Reading test Comprehension subtest were examined over a three-year period (1975-78) using Model A of the USOE evaluation and reporting system. NCE gains ranged between 4.3 and 14.6, with the weighted average 8.6. (Approximately 7 NCEs are considered exemplary.)

implementation requirements

Purchase of the three basic management system components -- Hierarchy of Skills, Individual Student Folder, and Resource File -- is necessary. They can be adapted to the needs of a district regardless of staff size or caseload. Inservice time with the Fort Dodge project director is required for staff to become familiar with the materials and to adapt them to their needs. The length of time depends on the size of the staff and the level of thoroughness they wish to achieve.

financial requirements

The basic costs are salaries and fringe benefits. With the exception of the management system developed by the Fort Dodge staff (approximately $29), no new materials are required. Per-pupil cost ranged from $351 to $439 for the three-year period.

services available

No special network funding supports this project's dissemination efforts. Costs (travel and per diem) must be met by the requesting district. Printed management system materials may be purchased by mail.

contact

Carol Johannsen, Title I Coordinator, or Earl O. Berge, Superintendent of Schools; 330 First Avenue North; Fort Dodge, IA 50501. (515) 576-1161.

Developmental Funding: USOE ESEA Title I

JDRP No. 79-13 Approved: 4/17/79

Compiled Summer 1980

PROJECT TITLE I REMEDIAL READING PROGRAM

descriptors

Elementary Education, Remedial Reading

target audience

Approved by JDRP for students of all abilities, grades 1-6.

description

An individualized diagnostic/prescriptive remedial reading program.

The project identifies pupils with reading disabilities in grades 1-6 and provides an individualized diagnostic/prescriptive remedial reading program.

Project goals are to remediate disabled readers through an individualized prescriptive approach, based upon the results of each student's diagnosis; to provide training in setting up and managing a remedial reading laboratory; and to train teachers in specialized diagnostic and remedial techniques.

evidence of effectiveness

Based on the results of the Gates-MacGinitie Reading Tests, students' mean rate of growth prior to participation in the Title I Remedial Reading program was .74 per month, as compared with a mean rate of growth of 1.45 per month during time in the program.

implementation requirements

Adopters must submit administrative forms, schedule on-site in-service training, purchase instructional program materials, and provide adequate staff (one or two teachers and one aide per lab) and facilities to implement the program.

financial requirements

Staffing: one teacher and one aide per 50 students. Materials: for testing, teaching, and inservice training, $350.

services available

No special network funding supports this project's dissemination efforts.

Visits to the Title I Reading Center are welcome from September to May, 8:00 a.m. to 4:00 p.m.

contact

Louise Sears; Title I Reading Center; 701 Northwest 31 Ave.; Fort Lauderdale, FL 33311.
(305) 581-6410.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-89 Approved: 8/21/74

Compiled Summer 1980

PROJECT

PROJECT UNDERSTAND: Arlington's Title I Program

descriptors

Elementary Education, Kindergarten, Language Arts, Remedial Mathematics, Remedial Reading, Resource Room Programs

target audience

Approved by JDRP as a K-6 program for students scoring at or below the 40th percentile in reading and language arts for whom a supplementary learning experience best meets their academic needs. This program has been used in other settings to include math skill development as well, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program to help strengthen reading, language, and math skills in children, grades K-6, who need a supplementary learning experience.

A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-6 children scoring below the 40th percentile in the California Achievement Test (CAT) whose needs require a supplementary learning experience beyond that which regular school programs provide. A weighted student checklist is used to identify those students who will participate in the program. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority of students are seen in small groups (up to five) to encourage collaborative learning and interaction.

Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. A two-week planning and brainstorming session precedes each regular school-year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early.

The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life. The district-wide Parent Advisory Council received training in organizational development and communications skills which resulted in the development of an Action Plan for the implementation of Parent Advisory Councils at each school. These local Parent Advisory Councils now meet on a monthly basis with the Title I staff and are actively involved in their children's learning process. A strong parent-involvement foundation has been laid and built upon by a part-time parent coordinator.

evidence of effectiveness

The California Achievement Test in reading, language arts, and math is used as a screening instrument to identify eligible students. The CAT is also used on a pre/post basis, and in 1978-79 it indicated that Title I students in reading and language arts showed an average gain rate of 1.7 months for each month of instruction.

implementation requirements

Additional staff to supplement the regular classroom teacher are necessary. Because of the heavy involvement of this staff with parents, inservice training, planning and implementing the project, meeting with each Title I student for supplementary service of 150 minutes per week, and active participation in the decision-making process, a reasonable teacher-pupil ratio for full-time teachers is 1:29, and for part-time teachers, 1:14. Inservice training ($500-$1,000) in group dynamics for both parents and staff is desirable.

financial requirements

Costs for salary vary according to local salary schedules and depend upon the number of students served. Provision should be made for an administrator to coordinate total efforts, for a part-time parent coordinator, and a secretary. Commercially available materials already found in most classrooms are used, together with a wide variety of teacher-made materials.

services available

No special network funding supports this project's dissemination efforts.

Visitors are welcome by appointment, but awareness materials generally are not available. Project staff can attend out-of-state conferences if expenses are fully subsidized.

contact

Raymond A. Brodeur, Jr., Title I Director; Arlington Public Schools; 23 Maple St.; Arlington, MA 02174. (617) 646-1000, ext. 182.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-121 Approved: 12/16/74

Compiled Summer 1980

PROJECT UPSTAIRS SCHOOL

descriptors

Educational Alternatives, Language Arts, Remedial Mathematics, Remedial Reading, Secondary Education, Self Concept

target audience

Approved by JDRP as a reading program for students, grades 9-11, two or more years below grade level. This program has been used in other settings with high school students two or more years below grade level in math and basic English skills, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program intended to improve the reading, math, and English ability of educationally disadvantaged students.

The Upstairs School is designed to take the student from "where he is" to grade level. Incoming ninth-grade classes at Roosevelt High School have consistently been among the "bottom" two or three in the Portland School District in basic skills. More than one-third of the student body is two or more years below grade level. The objective of the Upstairs School has been to demonstrate growth in reading comprehension, vocabulary, and basic math skills. Improving student self-concept and self-confidence is another important goal. The philosophy of the program is that students would learn if they could and if teachers were willing to commit themselves to providing the necessary structure and love. An atmosphere of work, trust, concern, and loving care is unique to the program. All students are working. All are enrolled for one 50-minute period in the area of their needs. Students enter, leave, and return depending upon individual need. Classroom teaching is conducted as follows: Reading is taught in an open-space classroom divided into four teaching stations plus a central lounge area for individualized-interest reading. Reading students study phonics, letter formation, creative writing, dictation of phrases, vocabulary, and oral reading; they master lists of words from stories to be read; they learn to read for information through one-minute reading exercises followed by 10-question tests. Math class emphasizes the basic skills of addition, subtraction, multiplication, and division, using timed drills and worksheets. Teaching aids include calculators, digitors, and "thinking" exercises. Topics covered include decimals, fractions, percents, averages, and algebra. The English basic skills lab covers such skills as listening, following directions, dictionary usage, writing, library and map skills, spelling, and grammar -- some of the 19 basic competencies that students must meet before enrollment in a regular English class. Individual records keep the student constantly aware of competencies met.

The Upstairs School is a highly structured "school within a school" and an alternative school in every sense.

evidence of effectiveness

Through the end of the 1977-78 school year, the Comprehensive Test of Basic Skills, given each spring to all program participants, demonstrated gains in reading, language arts, and mathematics exceeding goals set by program. Beginning in 1978-79, in a development following JDRP approval, the project used the Portland Achievement Test in pre- and posttesting and Rasch Units and NCE scores to evaluate evidenced gains.

implementation requirements

Mastery teaching method is successfully used with a variety of reading materials, including linguistic materials, basic reading series, magazines, and newspapers. All textbooks are phonetics-oriented. Special-interest books are low-vocabulary. In addition, many teacher-developed materials are used. No special staffing or facilities are required. Training is required. Inservice for teaching staff is held for the entire nine-month period. A single teacher or an entire district may adopt.

financial requirements

Funding averages $250 per student, with the district providing the usual support services.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Joel W. Sappenfield, Project Director; 6941 N. Central; Portland, OR 97203. (503) 286-5781.

Developmental Funding: USOE ESEA Title I JDRP No. 30 Approved: 4/4-5/73

Compiled Summer 1980

PROJECT VRP: Reading Power in the Content Areas (Vocational Reading Power)

descriptors Reading, Remedial Reading, Secondary Education, Teacher Education, Vocational Education

target audience Approved by JDRP as a staff development project for vocational programs whose students represent a broad range of ethnic and socioeconomic backgrounds, grades 11 and 12. This program has been used in other settings at the postsecondary level and in junior and senior high nonvocational programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A staff-development program designed to help content-area teachers minimize the gap between student reading abilities and the reading requirements of printed instructional materials.*

VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities and the reading requirements of printed instructional materials and to provide teachers with methods of minimizing the effects of that gap. VRP has successfully been adopted in more than 100 secondary vocational and nonvocational schools. The goals of the project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to enrich the knowledge, attitudes, and skills of content-area teachers as these relate to the use of textbooks and other reading-related activities; and to increase student learning of content.

The program consists of five components. Testing trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Readability Analysis provides teachers with the knowledge and tools to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the printed materials to fit students' reading abilities. Fifteen Reading in the Content Area Modules provide for additional staff development in content-area reading. The modules, which are designed to be used in group or individual inservice, provide basic strategies and procedures that can be incorporated into any classroom curriculum. Vocabulary Development focuses on practical vocabulary activities that the teacher can incorporate into the total curriculum. In addition, for vocational adopters, project-developed vocational student reading-support materials in the form of 32 Occupationally Specific Key Word Glossaries are available. Instructional Materials System involves the development of a resource system that provides teachers with ready access to a wide variety of instructional materials in their field.

(VRP was originally developed at the Oakland Schools, Pontiac, Michigan, and visitors are still welcome at that site. In May 1977, the Developer/Demonstrator function for the project was transferred to The EXCHANGE at the Minneapolis Public Schools/University of Minnesota Teacher Center.)

evidence of effectiveness Using the Gates-MacGinitie, Survey F, pretest comprehension data indicated 70% of project students were reading below eleventh-grade level and 20% below seventh-grade level. Posttest data revealed percentages of 57% and 12% respectively. Pre- and posttest gains were significant at the .05 level. A pre/post teacher training test indicated significant growth in teacher knowledge of test utilization and reading-related activities.

implementation requirements A minimum of one staff person with a background in curriculum development and/or reading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants, if used, is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting two or three days, depending upon the needs of the adopting/adapting district. Staff development time must be provided.

financial requirements No new equipment or staff are required. Cost of individual Key Word Glossaries varies; entire set of 32, $82.50. Adopters of this component may purchase glossaries for each student or one or two per classroom. Cost of individual Reading in the Content Area Modules varies; entire set of 15, under $500. Adopters of this component typically purchase a minimum of five modules and a maximum of one complete set. Training manual: $7.75 each. (Prices subject to change.)

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. A filmstrip-tape is available for purchase or loan. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (expenses must be paid). Follow-up technical assistance is available to adopters during the first year of implementation.

contact Eileen Ostergaard, or Carol Burgess; The EXCHANGE; 156 Peik Hall; University of Minnesota; Minneapolis, MN 55455. (612) 376-8234.

Developmental Funding: USOE ESEA Title III JDRP No. 74-45 Approved: 5/14-15/74

Compiled Summer 1980

SECTION 10

SPECIAL EDUCATION/LEARNING DISABILITIES*

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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT ACTIVE: All Children Totally InVolved Exercising

descriptors

Adult Education, Aurally Handicapped, Elementary Education, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Physical Education, Secondary Education, Special Education, Speech Handicapped, Visually Handicapped

target audience

Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special education teachers, recreation teachers, and paraprofessionals. It has been used in other settings with pre-K and grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped and normal individuals.

Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e., the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations.

No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 20-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

evidence of effectiveness

Testing of 80 teachers trained in 1973-74 on the Teacher-Cognitive-Psychomotor Test showed 80% mastery on 25 competencies. Pre- and post-testing at a six-month interval in 1973-74 of matched experimental and control groups on the Township of Ocean Motor Ability Test showed experimental groups' performance comparable to normal groups' performance and minimal gains for control group.

implementation requirements

Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g., by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach). Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedule for each trainee must be submitted to project prior to training.

financial requirements

Complete training model kit (12 manuals and three packets of spirit masters), $64.50. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for [illegible]nts with any type of handicap. Other supplementary materials are available. Unit orders are available [illegible]ust be prepaid.) Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipme[illegible]n be used.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome at demonstration sites in project state and other states (notify two weeks in advance). Training is conducted at the project site or satellite sites (adopting site must cover visitation costs). Training is conducted out of state (exemplary project staff travel and room/board costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid). Adopting districts are provided extensive follow-up services at no cost.

contact

Thomas M. Vodola, Director; Project ACTIVE; Township of Ocean School District; Administration Building; 163 Monmouth Rd.; Oakhurst, NJ 07755. (201) 531-6600, ext. 365.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 Approved: 9/18/74
3/19/78

Compiled Summer 1980

PROJECT THE COMMUNICATIONS WORKSHOP (CWS)

descriptors

Cross Age Teaching, Learning Disabilities, Mainstreaming, Perceptual Development, Remedial Reading, Secondary Education, Special Education, Team Teaching

target audience

Approved by JDRP for cross-graded learning-disabled readers with basic skills remedial reading needs, grades 7-12, and for special education teachers, remedial reading teachers, and supplemental teachers. This program has been used in other settings with students qualifying for compensatory education, grades 7-12, and for supplemental instruction, grades 2-6, but no evidence of effectiveness for the latter groups has been submitted to or approved by the Panel.

description

An alternative classroom management system providing for teacher-student accountability and self-discipline, which provides teachers with skills, strategies, monitoring capabilities, and attitudes necessary for implementing a cost-effective basic skills reading program.

Five essential elements support the Communications Workshop model: a personal, humanistic philosophy; an activities monitoring system; a program monitoring system; student motivation strategies; and intervention strategies. The humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as a facilitator of learning in a family-like atmosphere which fosters personal pride and a positive response to the academic setting. Student responsibility for his or her own academic program nurtures self-motivation and self-discipline. The student activities monitoring system relies on systematic personal observations to yield data regarding amounts of time spent in over 100 possible classroom activities, patterns of time usage, materials used, instructional grouping, and actual sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data relative to each student's program, providing information regarding quantity and level of work completed. The system signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. The student motivation strategies enable the team to create and sustain student interest and are used to modify negative or inconsistent behavior through personally planned interactions. The intervention strategies enable the team to encourage active student involvement in their personal academic programs and to discourage unproductive "non-academic" activities by fostering more positive, personal teacher-student relationships. These strategies may be used to restructure the classroom environment to achieve desired academic results and provide for teacher-student accountability.

evidence of effectiveness

Testing with Gates-MacGinitie of reading comprehension indicates that the average participant learned 5.52 times faster than prior to entering CWS. In vocabulary knowledge, the average student learned 5.66 times faster. CWS students showed significant improvement in attitude toward school and self as measured by Piers-Harris Children's Self Concept Scale and I.O.X. School Sentiment Index.

implementation requirements

One full-time teacher must be a skillful and resourceful reading teacher capable of individualizing instruction and demonstrating a humanistic attitude toward teaching. Two part-time supplemental teachers who complement this style of teaching are also needed. If students in the program are to be classified as perceptually impaired, teachers must be properly certified. The physical setting should maintain an informal, open atmoshpere, and classroom furniture that permits freedom of movement should be used. One or several units may be implemented, depending upon need.

financial requirements

Start-up cost: approximately $140, including four sets of teacher manuals at $35 per set. Each set includes teacher's guide and student activity/program monitoring manuals. A wide variety of commercially available materials and AV equipment already found in most classrooms is used. Other possible start-up costs: travel to adopter site, substitute salary for three teachers. Reassignment of personnel can prevent additional cost for staffing.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff can attend out-of-state conferences on weekends and in summer (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training can be conducted out of state on weekends and in summer (expenses must be paid). Alternate contacts: Bernard S. Shore, Director of Special Services, or Aubrey J. Sher, Superintendent of Schools; same address as below.

contact John E. Cowen, or Joseph A. Bukovec; Communications Workshop (CWS); Teaneck School System; 1 W. Forest Ave.; Teaneck, NJ 07666. (201) 837-2232, ext. 313.

Developmental Funding: USOE ESEA Titles III and IV-C 213 JDRP No. 78-191 Approved: 6/5/78

Compiled Summer 1980

PROJECT DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE)

descriptors

Emotionally Disturbed, Learning Disabilities, Mentally Handicapped, Primary Education, Special Education, Teacher Education

target audience

Approved by JDRP for students in grades K-2 with mild emotional disturbance, specific learning disabilities, and educable mental retardation. This program has been used with the same kinds of students in grades 3-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A comprehensive management system for the identification of and intervention with exceptional students.

The DMSE project is the result of a six-year effort to develop and implement an exemplary management system. The following procedures are incorporated into DMSE's model: early identification of exceptional children, taking into consideration the student in relation to his or her total environment; referral of families to appropriate community service agencies and monitoring of the service delivery; training of regular and exceptional-child teachers.

The project offers training to an interdisciplinary team of district-level personnel designated to carry out DMSE procedures in adopting school districts. The team is composed of the exceptional-student education coordinator, school psychologists, school social workers, and consulting teachers. Training defines responsibilities for individual members of the team to eliminate duplication of services. School psychologists are trained as turnkey trainers to present the Identification Workshop, which trains general educators in the characteristics of exceptional children and fosters more appropriate referrals. Consulting teachers are trained as turnkey trainers to present the IEP Workshop, which provides training in writing Individual Educational Programs (IEPs) using the validated DMSE model, which conforms to P.L. 94-142. The workshop addresses P.L. 94-142, curriculum selection, and the writing of behavior objectives.

A Total Program Manual, which outlines identification and intervention procedures and includes reproducible sample forms, is used in training. Monitoring and technical assistance is available following training and implementation of procedures.

evidence of effectiveness

Sixty-two children living in two rural low socioeconomic level counties were evaluated in the classroom on the basis of the number of criterion-referenced short-term IEP objectives that were mastered directly following instruction. At least 80% of the students mastered 80% of the prescribed/instructed objectives.

implementation requirements

The DMSE identification and intervention procedures are available for adoption/adaptation as a total management system. A school system can implement the procedures immediately following one to three days of training, which can be arranged either at the demonstration site or the adopter site. Implementation of the procedures requires the purchase of a Total Program Manual.

financial requirements

The cost for adoption/adaptation varies according to school system size, degree of implementation, and existing personnel. Program materials required: Total Program Manual, $20.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

contact Deborah King, Director, DMSE Project, P.O. Box 499, Monticello, FL 32344. (904) 997-3781.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-6 Approved: 3/16/79

Compiled Summer 1980

PROJECT ELSMERE PROJECT

descriptors Adolescents, Children, Daily Living Skills, Mentally Handicapped, School Community Programs, Special Education, Vocational Education, Work Experience Programs

target audience Approved by JDRP for students age 5-21 classified by child study teams as trainable mentally handicapped (TMH).

description *A basic skills vocational program for trainable mentally retarded age 5-21 that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.*

The Elsmere Project meets the individual needs of TMH students by providing individualized instruction in five essential areas: academics, socialization, independent living, prevocation, and vocation. For each area the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time, and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock, and so on. Students are involved in rudimentary training and work activities such as assembling, packaging, and collating. More accelerated students participate in a formalized vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. Each student's level of functioning is determined by the Glassboro Trainable Assessment Profile (G-TAP), a project-developed instrument also used to measure student growth over time.

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by advising on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

evidence of effectiveness Data collected three years after project implementation at the Glassboro site indicate that project students score significantly higher in independent living, socialization, and prevocational skills than a matched control group. In addition, 67% of Elsmere graduates have jobs in sheltered or competitive settings.

implementation requirements The Elsmere Project is best adopted at the school level, but smaller units (one, two, or three classrooms) can make partial adoptions. A three-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use project-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

financial requirements Start-up costs for training and curriculum materials: approximately $60 per teacher. Costs for vocationally related equipment and supplies vary, depending on resources available. Maintenance costs are minimal.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and at additional home-state demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact H. Mark Stanwood, Project Director; Glassboro Public Schools; Administrative Annex; N. Delsea Dr.; Glassboro, NJ 08028. (609) 881-2290.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-23 Approved: 5/17/79

Compiled Summer 1980

PROJECT ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

descriptors

Elementary Education, Emotionally Disturbed, Learning Disabilities, Mainstreaming, Mentally Handicapped, Special Education

target audience

Approved by JDRP for mildly handicapped (educable mentally handicapped, learning disabled, emotionally disturbed) students, grades 1-6. This program has been used in other settings at the secondary level, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domains. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; it is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs.

Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students.

One of the concepts making the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. He or she continues to be the youngster's homeroom teacher, even though the youngster spends time in the Learning Center. For each child in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, the Learning Center teacher has a responsibility to monitor the student's total program. Parental communication is guaranteed by four required home contacts during the year. Through their role in the program, the regular classroom teachers have become more knowledgeable about handicapping characteristics and more competent in working with handicapped students.

evidence of effectiveness

Some student outcomes (class averages) -- behavioral rating (five-point scale): pretest 2.70; posttest 3.61. Self-concept (preferred responses on 25-question scale): pre 13.64, post 14.97. WRAT, reading: pre 2.73, post 3.38; spelling: pre 1.97; post 2.85; arithmetic: pre 2.10, post 2.90. Parent questionnaire: 100% positive on all questions (91% return).

implementation requirements

At least three people -- an administrator, a regular classroom teacher, and a special education teacher -- attend a three-day workshop (location and costs to be arranged). Adopter agrees to use same student evaluation scale as project and to furnish results for comparison. D/D agrees to three days' consultation during first year of adoption at site. Project requires district commitment and recommends operating in one building the first year. A classroom, a qualified teacher, an aide, and a variety of materials are required.

financial requirements

District must employ teacher and aide. Materials and supplies cost $5,000 initially. Other costs depend on what adopter has available, such as furniture for room of 15, audiovisual equipment, etc. In D/D district, cost would be $20,000 for teacher, aide, and materials during first year.

services available

No special network funding supports this project's dissemination efforts.

Initial awareness material (brochures, videotapes, live presentations) are available at no charge. Awareness manual and one-day conference (at project or adopter site) are also available (costs to be arranged). Visitors are welcome by appointment at several sites. After signing of adoption agreement, a three-day workshop is offered at project or adopter site (costs to be shared). Three days of consultation are free during first year as long as funds are available.

contact

Robert H. Ostdiek, Federal Programs Coordinator; Papillion-LaVista Public Schools; 420 S. Washington St.; Papillion, NE 68046. (402) 339-3411.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-84 Approved: 6/6/74

Compiled Summer 1980

PROJECT

PROJECT ERIN: Early Recognition Intervention Network

descriptors

Aurally Handicapped, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Performance Based Education, Preschool Education, Special Education, Speech Handicaps, Teacher Education, Visually Handicapped

target audience

Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

description

A competency-based training program for teachers, coordinators, and parents in the modification of environment and materials and in adult intervention to assist young children with special needs in regular and special education settings.

The ERIN System is being utilized for children ages 2-7 and their parents both in special preschool classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute, plus on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

evidence of effectiveness

Specialized programs: preschool children (moderate to severe special needs) gained five extra months' development during a six-month period (McCarthy Scales of Children's Abilities). Mainstream programs. K-1 children (mild to moderate special needs) showed greater gains than control children on McCarthy Scales, Metropolitan Readiness Test, and Preschool Screening System.

implementation requirements

Initial five-day Institute for teacher/coordinators, plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

financial requirements

Costs of program replication include Institute fees ($250 per local coordinator/trainer), teacher packets ($25 per teacher), and a coordinator's material kit ($250); cost of staff training; and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation are already found in most early childhood classrooms.

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available, including price lists. Visitors are welcome at centers in the Northeast and Florida by appointment. Five-day Institutes are held in summer, or on request for self-contained groups. Institutes and on-site training and consultation by ERIN staff are available at part-cost if adopter's setting fulfills BEH/HCEEP criteria, or on individual contract to school systems and agencies.

contact

Trudy A. Schrandt, Project Disseminator; Project ERIN; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.

Developmental Funding: USOE BEH

JDRP No. 78-186 Approved: 7/13/78

Compiled Summer 1980

PROJECT INTERACTIVE CURRICULAR EXPERIENCE

descriptors

Adolescents, Adult Education, Children, Home Instruction, Mentally Handicapped, School Community Programs, Special Education

target audience

Approved by JDRP for the trainable mentally handicapped, ages 3-21. The program has been used in other settings with hearing impaired, physically impaired, learning disabled, emotionally disturbed, and Title I students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A process approach to developing individualized programs for the handicapped student using home, school, and community resources.

Home, school, and community resources are tapped in developing the individualized educational program for each student. Teachers specially trained in curriculum, behavior management, family involvement, community interaction, and process management train families in instructional and behavior management techniques, help parents understand what their children can be expected to achieve, maintain liaison between school and home, coordinate home and school instruction, help parents in using community resources, and train school aides and volunteers.

Each student's objectives focus on the acquisition of skills necessary for functioning in the community. For example, the student completes an application form (for a Social Security card, a job, a driver's license, etc.). Students receive 15-75 minutes of instruction per week on selected objectives in school and an average of 10 minutes per week at home on the same objectives.

Parents and community members take part in the processes of setting student goals and of adapting existing curricular materials to assist students to reach these independence goals. Community members are also oriented toward involvement in the school advisory committee, student job placement, fund raising, and volunteer activities.

evidence of effectiveness

The multiple time-series, multiple baseline evaluation design incorporated pre/post criterion-referenced tests of the objectives sequenced for each student. Overall, students mastered 84.9% of the objectives prescribed and taught.

implementation requirements

The process can be used school-wide or for a program within a school. Teachers and staff receive 36 hours of inservice prior to implementation, usually in two three-day sessions. New staff can be trained by experienced teachers with project-developed materials. Parents receive three to five hours of training from teachers. Each classroom needs the five project-produced training modules, and each school needs a complete ICE Box and Trainer Pack, containing filmstrips, cassettes, transparencies, and inservice training suggestions. The student curriculum is adapted or developed to adopter needs, using the interactive process and teacher-made or commercially available materials.

financial requirements

Costs for a school with 10 teachers and 90 students are $730 the first year for materials and equipment, $515 in subsequent years; $1750 for first-year training, $700 in subsequent years; $500 yearly for travel in conducting family and community awareness activities.

services available

No special network funding supports this project's dissemination efforts.

Various awareness materials are available. A filmstrip-cassette describing the program, its development, and training materials is available for rent. Visitors are welcome at the demonstration site by appointment. All training costs must be paid by the adopter. Project staff are available to provide orientations, inservice training, and technical assistance and to attend out-of-state conferences at adopter expense.

contact

Susan C. Goodall, Project Director; Margaret K. Lewis Center; 1527 Lincoln Avenue; Panama City, FL 32405. (904) 785-7608.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 80-3 Approved: 4/22/80

Compiled Summer 1980

PROJECT PROJECT LEARNING DISABILITIES: Early Identification and Intervention

descriptors Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

target audience Approved by JDRP for students with learning disabilities, grades K-2.

description *An early identification program for students with learning disabilities.*

Project Learning Disabilities' overall goal was to identify students with learning disabilities in the kindergarten and provide special instruction within the structure of the regular classroom and/or resource room. To achieve this goal, activities were conducted in the student, teacher, and parent components. The objective of the student component was to improve the achievement skills, social skills, and self-concepts of children with learning disabilities. The objective of the teacher component was to improve the classroom teachers' competencies in applying remediation techniques to children with learning disabilities in their classrooms. The objective of the parent component was to involve parents in the education of their children so as to increase their understanding of characteristics of children with learning disabilities, the need for learning disabilities programs, and child-rearing techniques for children with learning disabilities.

Activities for the student involved the development and use of individual prescriptions. Regular classroom teachers were trained to identify and remediate learning-disabled students. Resource teachers were employed to act as consultants and helpers to assigned classroom teachers who taught the target students. The resource teachers wrote instructional prescriptions for the target students, reviewed the prescriptions with the classroom teachers, and trained them in use of the prescriptions. Parents were actively involved in the education of their children as they visited the classroom and participated in training sessions.

evidence of effectiveness The evaluation plan for the first year of the project was a pre/posttest design using data collected from target students in areas of achievement skills, social skills, and self-concept. The Walker Readiness Test indicated that students gained more in achievement than expected -- a mean gain of 8.75 pre/post (.001 level of significance). The Thomas Self-Concept Test showed gains at the .01 level of significance.

implementation requirements Adopting administration must be committed to starting a learning disabilities program and to setting up an evaluation plan for adopting district. Staffing requires a certified special education teacher. Facilities and space found in any typical elementary school are adequate to the program's needs. Program can be adopted by one elementary school or by all elementary schools in a system.

financial requirements Start-up cost varies according to personnel available. School districts must have special education teachers and qualified personnel to evaluate students. Cost of equipment and materials for resource room also varies according to needs assessment. A wide variety of commercially available materials already found in most classrooms is used.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Curriculum materials are available to adopters at no cost. Visitors are welcome at project site by appointment. Training is provided at project site (adopter pays only its own expenses). Training is also conducted at adopter site (adopter must pay travel expenses). Follow-up technical assistance to adopter is available.

contact Ruth Arnaud, Coordinator; Project Learning Disabilities; New Orleans Public Schools;
731 St. Charles Ave; New Orleans, LA 70130. (504) 524-8592, ext. 351.

Developmental Funding: USOE ESEA Title III   JDRP No. 9   Approved: 4/19/73

Compiled Summer 1980

PROJECT MODIFICATION OF CHILDREN'S ORAL LANGUAGE

descriptors Adult Education, Aurally Handicapped, Bilingual Education, Elementary Education, Kindergarten, Language Handicaps, Learning Disabilities, Mainstreaming, Mentally Retarded, Orthopedically Handicapped, Performance Based Education, Preschool Education, Screening Tests, Secondary Education, Special Education, Visually Handicapped

target audience Approved by JDRP for language-handicapped students, preschool to adult.

description *A special program for training staff to work with students having language disabilities.*

This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing teachers with materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped and with the non-English-speaking or English-as-second-language individual. It is particularly valuable in early childhood education centers, classes for the educable and trainably mentally retarded, and speech-correction centers..

(This program was originally developed in eastern Pennsylvania through the Central Susquehanna Intermediate Unit, but now operates at Monterey Learning Systems, Palo Alto, California.)

evidence of effectiveness Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test. In 1973, mean pretest score for group was 13.2%; posttest, 98.6%. Other standardized tests were also used to demonstrate gains, e.g., the Peabody Picture Vocabulary Test, the Northwestern Syntax Screening Test, and the Boehm. Data were collected over a two-year period. Students had varying language disabilities.

implementation requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

financial requirements Monterey Language Program Starter Kits: $105 for each project participant. Area must contract with Monterey Learning Systems for training aspects of project. The only other start-up cost is development of a reinforcement menu.

services available An NDN-funded Developer/Demonstrator project. Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site (costs to be negotiated).

contact Betty H. Igel; Monterey Learning Systems; 900 Welch Rd.; Palo Alto, CA 94304. (415) 324-8980.

Developmental Funding: USOE ESEA Title III JDRP No. 6 Approved: 4/16/73

Compiled Summer 1980

PROJECT NORTHWEST SPECIAL EDUCATION (NWSE)

descriptors Elementary Education, Learning Disabilities, Mainstreaming, Secondary Education, Special Education, Team Teaching

target audience Approved by JDRP for students with specific learning disabilities (SLD), grades 1-8. This program has been used in other settings with grades K and 9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.*

Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs. Specialized learning disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach are required.

Project NWSE provides a framework that describes a process for personalizing instruction. The critical elements of the process are assessment, programming, and evaluation. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming.

Adoption of the NWSE project becomes a "course in a child" as the teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting, and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, and limitations and the specific classroom situational factors which the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

evidence of effectiveness Pre/post data on criterion-referenced and selected standardized tests demonstrate that achievement referenced to the type of instruction moved the group average (using the pretest mean as a baseline) from the 50th to the 69th percentile. This represents a sizable gain for students not expected to learn incidentally. Tests used: Screening Test to Be Used by Classroom Teacher, Wold; Classroom Reading Inventory, Silvaroli; Wide Range Achievement Test; Key Math, Dolch Word Lists, and NWSE instruments.

implementation requirements Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment to be demonstrated by provision of a completed needs assessment, release time for staff development, and budgeting of funds for materials and travel. The program may be implemented by classroom teachers with specialized support from special education personnel. Facilities and space found in schools are adequate. Technical assistance and staff training are necessary both prior to and during implementation and with follow-up and monitoring activities. Requires no reassignment of personnel.

financial requirements Start-up costs for training and testing materials: $38 per teacher. Maintenance cost: about $2 per pupil. Permission to reproduce project-developed materials is given. One complete reference set of materials is recommended per building; cost: $85. Other costs: staff release time and substitutes; space for training and follow-up activities; travel and per diem expenses for trainer (at adopter site) or for adopter (at project site).

services available No special network funding supports this project's dissemination efforts.

Awareness, training, and follow-up materials and services are available on a limited basis (costs to be negotiated).

contact Joan Bonsness, Project Director; Northwest Special Education; Box 585; Lignite, ND 58752. (701) 933-2532.

Developmental Funding: USOE ESEA Title III JDRP No. 75-7 Approved: 1/15/75

Compiled Summer 1980

PROJECT

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

descriptors

Learning Disabilities, Mainstreaming, Secondary Education, Special Education

target audience

Approved by JDRP for learning-disabled students in grades 7-12.

description

An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

The major goal of this project is to provide each identified learning-disabled student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive intervention system. Components include: a professionally staffed learning lab, a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students, and a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those who were noted in a psychoeducational evaluation to have a specific learning disability of a perceptual, conceptual, or integrative nature.

The curriculum provided within this diagnostic/prescriptive project follows the curriculum offered in the regular classroom where possible. A student with a reading disability might spend two periods daily in the learning lab during English and social studies periods. Another student with a math disability might spend only one period each day in the learning lab during regular math class time. At other times, LD students are integrated into the regular curriculum. This arrangement, the least restrictive alternative, does not necessitate that curriculum content be similar in the regular and learning lab classrooms. The content for the learning lab is determined by a prescription from the prescriptive teacher aimed at helping the student remediate or compensate for his/her learning disability.

evidence of effectiveness

A three-year evaluation design showed a significant increase in verbal I.Q. (Wechsler Intelligence Scale) and reading achievement (WRAT and Durrell Reading Test) as compared to control group (actual gain in reading achievement 274% of expected gain) and a reliable increase in areas of personal and social self-esteem (Piers-Harris Self Concept Scale). One in five students in the program (18%) is successfully mainstreamed after one year in the program.

implementation requirements

A classroom to use as a learning lab. A certified LD teacher to staff the learning lab and a prescriptive diagnostician to write prescriptions and provide follow-up. A three-day training workshop from the Oklahoma Child Service Demonstration Center. Equipment and materials appropriate for LD adolescents. A commitment to the model and its use by the adopting school district. Expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter site. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project. Adaptations are possible.

financial requirements

Start-up costs (excluding salaries) vary from $500-$2,500 per learning lab to provide for equipment and materials. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, language masters, filmstrip viewers, calculators) is commonly found in learning labs. Other costs: travel, lodging, and meals for two trainers during three-day training and one or two follow-up visits.

services available

An NDN-funded Developer/Demonstrator project.

Visitors are welcome. Three-day training workshop at project or adopter site (adopter pays own and staff costs). Project staff available for awareness conferences (expenses must be partially subsidized). Awareness brochure, free; Multi-Media Materials Catalogue, $7.50; I Used To Could Spell Wensday (catalogue of teacher- and student-made materials), $6; Teacher Training Manual, $6; Diagnostic Evaluation Forms, $5; Crosscurrents: Prescriptive Teaching Handbook, $7; and a series of videotapes, $5 each for three-week loan.

contact

Linda C. Wilson, Developer/Demonstrator Director; Oklahoma Child Service Demonstration Center; Hillside School; Rt. 3; Cushing, OK 74023. (918) 225-4711 or -1882.

Developmental Funding: USOE BEH Title VI-G

JDRP No. 76-103 Approved: 10/18/76

Compiled Summer 1980

PROJECT

PA: Project Advocate -- Northwestern Illinois Association

descriptors

Adolescents, Behavior Problems, Children, Communication Skills, Elementary Education, Emotionally Disturbed, Learning Disabilities, Parent Education, Special Education

target audience

Approved by JDRP for students from preschool to tenth grade (ages 4-16) with severe emotional or behavioral disorders.

description

A consistent, data-based, intensive learning environment for students.

PA is a short-term (three- or four-semester), self-contained, regional special education program for severely behavior-disordered students. Referrals prevent extrusion into hospitals or residential facilities. Students are referred because they are noncompliant, swear, talk back, pester, disrupt classroom environment, destroy property, steal, or are physically abusive. Most have difficulty with authority figures, complying with requests, and self-control; however, they are not hard-core delinquents, psychotic, or autistic. The student body is multiracial.

Through structure and the reinforcement of positive interactions, students are assisted in making adaptive decisions. PA uses positive reinforcement and a token economy. Students are on a behavioral-level system. Each level has more privileges. Quiet-training procedures are utilized for disruptive behavior: chair in corner, mat, or time-out room.

The four major aspects of the program are academics, social behaviors, affective curriculum (decision making, values, relaxation training via group process), and parent groups (teaching child-management skills) and family therapy. Behavioral objectives are reviewed three times per year and revised as necessary. The techniques and procedures are derived from experimental analysis of behavior, broad spectrum behavior therapy, and humanistic education.

PA support staff integrate students into LEA programs in the home community and provide follow-up consultation.

evidence of effectiveness

Program participants showed one month academic gain per month. In 1977-78, following JDRP approval, Brigance Diagnostic Inventory of Basic Skills showed 80% decrease in inappropriate behaviors. By end of second semester, 85% of students were completing assignments, with 90% of work correct. Improvement in parent-child management skills was evaluated via self-report data. Population: low-income urban.

implementation requirements

Program may be adopted by school, district, or co-op. Administrator, diagnostic consultant, and parent-student counselor: MA and two to four years' experience. Teachers: BA certification in BD or LD. Aides (one per class): high school diploma. Speech therapist: MA. Inservice training (before initiation of program): 40-60 hours. Software: intake criteria and checklists, token economy, policies/procedures manual.

financial requirements

For 65 students: instructional materials, $1,000; inservice software, $500; affective curriculum (start-up), $500. Salaries will vary. Gross cost per student per school year, $5,000-$6,000 before state and/or federal reimbursement for personnel and extraordinary services for students.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost. Visitors are welcome by appointment. Training or consultation may be conducted at project site or adopter site (adopter must cover all training costs as well as own costs).

contact

Mark L. Becker, Project Advocate; 210 S. Sixth St.; Geneva, IL 60134. (312) 232-7997.

Developmental Funding: USOE ESEA Title III JDRP No. 75-61 Approved: 7/24/75

Compiled Summer 1980

PROJECT

PEECH: Precise Early Education for Children with Handicaps

descriptors

Learning Disabilities, Mainstreaming, Preschool Education, Screening Tests, Special Education

target audience

Approved by JDRP for handicapped children age 3-6 and their families.

description

An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

The PEECH Project serves handicapped children age 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based screenings for all young children. Children identified as high-risk receive an in-depth psychoeducational assessment to determine eligibility. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor, and social skills.

Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations of each child. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions.

Families are involved through an extensive individualized program. Parents have input into the educational program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents interested in books and tapes for themselves, as well as in books, records, and toys for their children.

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary service from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and paraprofessional only.

evidence of effectiveness

The mean I.Q. of all children (handicapped and model) enrolled in one PEECH classroom was 87, with a range from 35-125. Posttests revealed a gain of 9.1 points (for a posttest range of 47-136). Of these children, 86% entered a regular educational program, with only 14% being placed in a special program.

implementation requirements

Adopters must independently identify a source of funding and administrative support for the hiring and training of staff, screen and identify children, provide classrooms for program, and administer a battery of pre/posttests to all participating children.

financial requirements

Project-developed training materials are provided to adopters free of charge. A wide variety of commercially available instructional materials already found in most preschool classrooms is used. Adopters must send teachers to a one-week training workshop at the University of Illinois in September.

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted in three stages: preservice is provided at adopter site, training continues with a one-week workshop at project site, and inservice is provided at adopter site for the remainder of the school year.

contact

Merle B. Karnes, Director; PEECH; Institute for Child Behavior and Development; University of Illinois; Colonel Wolfe School; 403 East Healey; Champaign, IL 61820. (217) 333-4890.

Developmental Funding: USOE BEH JDRP No. 75-74 Approved: 11/10/75

Compiled Summer 1980

PROJECT

PEORIA 0-3 PROJECT -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3

descriptors

Home Instruction, Mentally Handicapped, Orthopedically Handicapped, Preschool Education, Special Education

target audience

Approved by JDRP for handicapped infants, ages 0-3, and persons dealing with this population (occupational/physical/speech therapists, parents, home trainers, teachers, social workers, psychologists/administrators, and volunteers).

description

A medical/educational model based on a developmental-task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.

The ongoing direct service program serves children ages 0-3 at risk, mentally retarded and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, Individual Educational Program (IEP) planning, direct service home-based programming (including occupational, physical, and speech therapy when appropriate), parent support systems, and a class for 18- to 36-month-old handicapped infants.

Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist, and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and/or occupational therapy services are available. Parent involvement is viewed as crucial to the success of the educational program, and parent support systems are an integral part of the program. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained.

Modeled on the direct service program, the training program assists agencies serving children ages 0-3 to develop and/or upgrade services to handicapped infants and toddlers. Individually designed to meet the needs of the local agency and/or community, training involves an intensive two- or three-day initial workshop and four to six days of follow-up training at adopter site. Within one year, trainees achieve competencies necessary to implement the program model in their local agency or program.

evidence of effectiveness

Over a one-year period, 99 children from a variety of socioeconomic backgrounds were measured with the Functional Profile (a project-designed instrument; reliability and concurrent validities established in an independent study) and the Denver Developmental Screening Test. Study design compared actual growth with estimated growth. Significant gains were found in personal, social, cognitive-linguistic-verbal, eating, toileting, and dressing. Gains for fine and gross motor were not as great; half of the test population was orthopedically handicapped.

implementation requirements

Adopters must currently be serving an infant/toddler population. Staffing required for a 20-child program: a child development specialist (full-time), a speech therapist (part-time), and an occupational and/or physical therapist (part-time). Access to a diagnostic and evaluation clinic is required. Adopters must be willing to work with parents. Project focus is to provide comprehensive services. Individual components can be adopted, subject to needs assessment of the individual community. Two or more components must be adopted/adapted to be considered an implementation. A minimum two-year commitment is required.

financial requirements

Start-up cost of the direct services program for 20 children: $1,200-$2,000; this figure includes books, materials, and equipment. Approximate cost of the home-based component per child per year, including therapy: $2,000. Cost of training for LEAs depends on the amount of federal funding available to support the effort.

services available

A BEH Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available for out-of-state awareness meetings (cost to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (cost to be negotiated).

contact

Deborah A. Putnam, Project Director; Peoria 0-3 Project; United Cerebral Palsy; 1917 N. Western; Peoria, IL 61604. (309) 674-1808.

Developmental Funding: USOE BEH   JDRP No. 79-1   Approved: 2/15/79

Compiled Summer 1980

PROJECT PRECISION TEACHING PROJECT: The Sacajawea Plan

descriptors Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

target audience Approved by JDRP for all students, grades K-4. It has been used in other settings with grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.*

The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

evidence of effectiveness Of the 19 experimental/control group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 variables measured showed the experimental group to be superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior in 79% of variables as measured by the California Achievement Test, Wide Range Achievement Test, and one-minute probes.

implementation requirements An adoption commitment can be made by any unit -- district (urban/rural), single school, or classroom. For on-site training, units should be limited to 15, and for off-site training, to 20. Adopting units should include building or program administrator, support personnel (e.g., psychologist), and regular education and/or special education teachers. Initial training requires three days and is available at project or adopter site, and additional follow-up training (three days maximum) is provided at adopter site. Equipment costs are minimal. In most cases existing facilities can be used. Adopting units agree to implement all five components.

financial requirements Required: Training Manual, $5 (one per trainee); chart paper, $32 per ream (two sheets per child); Materials Directory, $3 (one per unit); practice sheets, 5¢ per sheet. Optional: Math Materials Notebook, $35 (one per school; includes 500 practice sheets, which can be reproduced); one-minute timer or stopwatch or tape (one per trainee); Implementation Handbook, $5 (one per school); Language Arts Notebook, $35 (one per school).

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at project site or adopter site with follow-up at adopter site. Awareness sessions are conducted out of state (costs to be arranged). Project staff are available to attend out-of-state conferences or workshops (costs to be arranged).

contact Ray Beck, Project Director; Precision Teaching Project; 3300 Third Street Northeast; Great Falls, MT 59404. (406) 791-2270.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 75-25 Approved: 5/6/75
5/17/79

Compiled Summer 1980

PROJECT A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS

descriptors Aurally Handicapped, Emotionally Disturbed, Home Instruction, Learning Disabilities, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Preschool Education, Rural Schools, Special Education, Speech Handicapped, Visually Handicapped

target audience Approved by JDRP for handicapped children, five months to six years of age.

description *A home intervention program involving parents in the teaching of their handicapped children.*

The Region IX Education Service Center serves 40 rural, sparsely populated public school districts in 12 north central Texas counties. This program, a home intervention model, is based on the premise that parents can be actively involved on a daily basis in teaching their handicapped children and that through the teaching experience, by observing and recording changes in behavior, they can discover the areas in which their children need help. The program's ultimate goal is for the parent to assume chief teaching responsibilities until the child can attend school.

Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques -- when to reward, what to reward, and how to chart behavior. By observing this modeling process, parents become equipped to continue the work for a week, progressively achieving the short- and long-term goals for their children.

Training emphasizes administrative guidance and teacher training in the areas of assessment, behavior management, precision teaching, individualized educational programs, and parent training.

evidence of effectiveness The average effect of pre- and posttesting with the Alpern Boll Developmental Profile (which measures self-help, socialization, physical, communication, and academic skills), Stanford-Binet, and the Cattell Infant Intelligence Test was significant.

implementation requirements Adoption agreement is required. Adopter provides one professional or paraprofessional teacher for every 12-15 children and support personnel for assessment, curriculum planning, and ancillary services. Instruction is conducted in the child's home. Only office space for staff meetings and storage is needed. Three to five days of training are required for teachers and support staff. Three or four follow-up visits to assess program effectiveness and to evaluate curriculum planning, data collection, and the home teaching process are scheduled during the year.

financial requirements Teacher's Handbook, $5. Parent's Handbook (optional), $2. One-time start-up cost: approximately $1,890 per child. Per-pupil cost for a nine and one-half month school year: approximately $1,580. (Data secured from special education cooperatives in Texas Region IX.)

services available A BEH Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid). Follow-up technical assistance is available to adopters (expenses must be paid).

contact Lois A. Cadman; Region IX Education Service Center; 301 Loop 11; Wichita Falls, TX 76305. (817) 322-6928.

Developmental Funding: USOE BEH JDRP No. 79-30 Approved: 7/10/79

Compiled Summer 1980

PROJECT RE-ED SCHOOL OF KENTUCKY

descriptors Behavior Problems, Children, Emotionally Disturbed, Special Education

target audience Approved by JDRP for pupils in grades 1-8, of average or above-average academic/intellectual potential, exhibiting characteristics of emotionally disturbed/behaviorally disordered children as defined by federal and state guidelines, particularly age-inappropriate behavior.

description *A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.*

RE-ED School is a regional (seven-county) program intended to provide short-term treatment classes for emotionally disturbed/behaviorally disordered children unable to function in regular classrooms. Its objective is to help such children achieve enough reorganization to allow them a higher probability of success than failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones. Meetings with parents are designed to encourage positive parental behaviors and management.

Individualized academic and behavior-change programs, based on problem identification and education pretesting, are employed. Goal-oriented records are kept for each child by a team composed of a liaison teacher/counselor, day teacher, children's program specialist, educational specialist, and others.

RE-ED is significant for having taken a mental health concept into an educational setting; it has successfully convinced the State Department of Mental Health and state and local departments of education to unite for the good of emotionally disturbed/behaviorally disordered children. Children are referred through the local schools, with parental permission. The program includes an individual educational plan. These plans begin and end with parental participation, group dynamics, and gross motor activities. Monthly written reports on the child's behavioral and academic achievement are sent to the referring teacher. Parents are involved in child-management programs. Visits to RE-ED by the referring school's counselor, principal, and teachers are geared to keep parents and school secure in the belief that the child belongs to them and that RE-ED is the least restrictive placement.

RE-ED has an impressive record of stopping downward trends in achievement and of changing the pattern of failure to one of academic success.

evidence of effectiveness From 1973-76, 177 RE-ED children were pre- and posttested with the Peabody Individual Achievement Test. These children gained at least four months academically during an average time of 4.16 months. Behavior checklists used to evaluate behavioral change on a weekly basis revealed that 80% of the students had attained behavior satisfactory for adjustment in a normal classroom setting.

implementation requirements An individual teacher, a school, or a school system can implement the basic concepts of Project RE-ED. Implementation requires awareness activities, training, and consultation. Designated trainers conduct sessions at adopter site. Adopters may participate in on-site training at RE-ED School, actually seeing RE-ED students and faculty accomplish our objectives. Training sessions cover our philosophy, objectives, and parent- and student-oriented approaches successfully used to change behaviors.

financial requirements Cost of material and equipment varies. A wide variety of commercially available materials already found in most classrooms is used. Staffing conforms to state requirements.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site. Training is also conducted at adopter site (expenses must be paid). Consultation and training via telephone are also available.

contact Donald Alwes, Director, or Laura A. Brito, Dissemination Coordinator; Project RE-ED;
1804 Bluegrass Ave.; Louisville, KY 40215. (502) 368-2591 or -2592.

Developmental Funding: USOE ESEA Title III JDRP No. 39 Approved: 4/9/73

Compiled Summer 1980

PROJECT THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

descriptors

Autism, Children, Communication Skills, Emotionally Disturbed, Special Education

target audience

Approved by JDRP for severely emotionally disturbed or autistic children from birth to age 8, their families, and teachers. This program has been used in other settings with children to age 16, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 16 years, their parents, and teachers.

The Rutland Center Developmental Therapy Model is the result of eight years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth used in a classroom setting with groups of four to eight individuals. Based on the assumption that disturbed or autistic children go through the same stages of development that normal youngsters do but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. In so doing, Developmental Therapy has established itself as a "growth model" rather than a "deficit model." The model is composed of four curriculum areas (behavior, communication, socialization, and preacademics) arranged in five developmental stages, each requiring different emphases and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, two resources are available which emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers four types of technical assistance to the Rutland Center Developmental Therapy model in the treatment of severely emotionally disturbed preschool children. This assistance, which includes information dissemination, program planning and design, training, and program evaluation, is provided through site visits and exchange of audiovisual materials. The Developmental Therapy Institute uses the Rutland Center Developmental Therapy model to provide on-site, year-long assistance to individuals, schools, and agencies concerned with training personnel to serve school-age severely emotionally disturbed and autistic children. Institute staff provide assessment of training needs, design an inservice instructional sequence suited to agency and trainee needs, and implement the training program at the agency site with periodic visits.

evidence of effectiveness

The model assumes five distinct stages. Progress through stages is measured by the Developmental Therapy Objectives, 171 statements outlining a sequence of developmental milestones. Mastering these objectives makes normal growth possible. Each child's treatment focuses on appropriate objectives, and children are grouped by similar major objectives. Data collected clearly show sequential mastery and steady progress by children.

implementation requirements

Agencies interested in adopting the Rutland Center Developmental Therapy model must: use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; provide referral, intake, and diagnostic services; provide a minimum of one supervisor, two teachers, and two support personnel; provide release time for training; and include parents and regular teachers in the treatment process. Since travel expenses depend on the number of visits required, the number of individuals involved, and distances traveled, they are negotiated separately.

financial requirements

The cost of the program in fiscal year 1977 was $797 per child. This figure includes diagnostics, services to parents and children, teachers, and program evaluation. Cost figure is based on operating the 24 centers supported totally by state funds (Georgia Psychoeducational Center Network). Cost of model implementation in other states ranges from $800 to $2,000 per child.

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome by appointment at project site and at additional demonstration sites in home state and out of state. Project staff are available to attend selected out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

contact

Karen R. Davis, Project Director; National Technical Assistance Office; 125 Minor St., Athens, GA 30606. (404) 542-6076 or 549-3030. Mary M. Wood, Director; Developmental Therapy Institute; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1685, ext. 50 or 70.

Developmental Funding: USOE BEH JDRP No. 75-63 Approved: 9/3/75

Compiled Summer 1980

PROJECT

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators

descriptors

Kindergarten, Learning Disabilities, Mainstreaming, Primary Education, Special Education

target audience

Approved by JDRP for administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities in grades K-8.

description

An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

Project SHARE is a process. Its special-education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project-designed task ladder guides pinpoint a student's instructional starting point. A student's best learning mode and most handicapping learning mode are quickly identified. Skill efficiency and accuracy are determined -- a key Project SHARE difference. One-to-one tutoring is used primarily. Each session is highly structured, but the tutor operates freely within the planned structure.

Field-determined minimum basic skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic/prescriptive process. The SHARE process speeds remediation of basic skill learning and produces data on cost-effectiveness. Computerized evaluation is available.

evidence of effectiveness

Evaluation was conducted on an average number of 1,200 students annually in a rural special education cooperative in Minnesota, 1970-75. Average gains for learning-disabled students: 1.3 grade levels in reading in 26 hours of teaching and 1.3 grade levels in math in 31 hours. (Evaluation computerized by International Management Systems, Kansas City, Kansas.)

implementation requirements

Three three-day training sessions, with practice between them, are most effective, with one three-day session the absolute minimum, and no more than ten trainees per session. Training highlights diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Various follow-up options are possible.

financial requirements

Costs vary with available staff but never exceed $5 per teacher.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost of postage. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at adopter site (adopter must assume all expenses). Follow-up technical assistance is available.

contact

Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1;
Hendrum, MN 56550. (218) 784-4826.

Developmental Funding: USOE ESEA Title III   JDRP No. 75-31   Approved: 5/12/75

Compiled Summer 1980

PROJECT PROJECT SKI*HI

descriptors Aurally Handicapped, Children, Home Instruction, Screening Tests, Special Education

target audience Approved by JDRP for hearing-impaired infants and young children, birth to age 6, and their families.

description *A statewide program providing identification and language facilitation for hearing-handicapped children, birth to age 6, through home management.*

SKI*HI is a comprehensive program that provides screening, audiological, diagnostic, and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide population or to a large population area. All hospitals are screened for babies with hearing loss. A diagnostic, assessment, and entry process ensures efficient, expeditious entry of children.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development support are provided for parents in the home. Weekly, monthly, and comprehensive quarterly assessment of child and family is performed. Part-time parent advisers living in the area visit homes weekly to deliver the curriculum. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

evidence of effectiveness The Discrepancy Evaluation Model is used. REEL, the SKI*HI Receptive Language Test, the SKI*HI Language Development Scale, and observational checklists are used. Pre/post measures showed a gain of 16 months in language after 11 months of treatment; significant differences in treatment and comparison groups were seen. Early-treatment group showed higher gains than late-treatment group.

implementation requirements One full-time professional to make home visits is the minimum requirement. This person must have basic training in delivery of a home language program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary.

financial requirements Complete services for 11 months (including all direct and supportive services) cost $1,350 per child. Start-up costs are minimal.

services available An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings. Training is provided at project site (costs to be negotiated). Under certain conditions, training is also conducted at adopter sites (costs to be negotiated).

contact Thomas C. Clark, Director; Project SKI*HI; Department of Communicative Disorders; Utah State University; Logan, UT 84322. (801) 750-1382.

Developmental Funding: USOE BEH

JDRP No. 78-192 Approved: 7/13/78

Compiled Summer 1980

PROJECT

SPECIAL EDUCATION PRESCHOOL PROGRAM [formerly Family-Oriented Special Education Preschool Program]

descriptors

Aurally Handicapped, Emotionally Disturbed, Learning Disabilities, Mainstreaming, Mentally Handicapped, Orthopedically Handicapped, Parent Education, Preschool Education, Special Education, Speech Handicapped, Team Teaching, Visually Handicapped

target audience

Approved by JDRP for preschool children with developmental and communication disorders -- including all types of handicapping conditions except autism and severe/profound physical impairment -- and their parents.

description

A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), a mixed population of moderately and severely handicapped preschoolers (ages 4 and 5) with other handicapping conditions, and their families.

This project now operates solely as a Minneapolis Public Schools special education program funded through the combined resources of local, state, and P.L. 94-142 monies. The program is family-oriented and noncategorical, assuming individually prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors. Program options change as the needs of the population served change.

Counseling, education, and guidance of parents ensure active family participation in the program. Service options for families include individual parent guidance and parent-teaching sessions, weekly parent meetings, monthly parent meetings, single parent groups, and "men only" meetings.

evidence of effectiveness

Written objectives are developed in each of the following areas to assess program effect: individual child, family, clinical assessment, and program management. More than 76% of the program's "graduates" are integrated into elementary schools.

implementation requirements

Beginning programs are encouraged to implement only portions of the program. The use of a multidisciplinary staff depends on available resources. Ideally, staff are hired or contracted for. Facility requirements depend on the extent to which the programs are being implemented. Anyone interested in specifics regarding staff qualifications, staff inservice training, facility requirements, or other implementation concerns should contact the program coordinator.

financial requirements

Per-pupil cost (1978-79 rates) estimated at $10.86 per day.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment.

contact

Nancy Shaner, Coordinator; Special Education Preschool Program; 3017 E. 31st St; Minneapolis, MN 55406. (612) 721-5007.

Developmental Funding: USOE BEH Title VI-C

JDRP No. 75-65 Approved: 9/3/75

Compiled Summer 1980

PROJECT

PROJECT SUCCESS FOR THE SLD CHILD

descriptors

Elementary Education, Language Development, Learning Disabilities, Mainstreaming, Perceptual Development, Special Education

target audience

Approved by JDRP for pupils, grades 1-4, with specific language disabilities. This program has been used in other settings with grades K and 5-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A prescriptive program and classroom delivery system for pupils, grades 1-4, with specific language disabilities.

Project Success provides a prescriptive program and classroom delivery system operating in three areas: a structural linguistic language program with a multisensory approach integrates all aspects of language -- reading, writing, speaking, and listening; motor perception training and adaptive physical education emphasize the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and technique modification in other curriculum areas allows SLD students to capitalize on strong modalities. This individualized learning program keeps the child functioning in an adequate manner within the educational mainstream.

evidence of effectiveness

A copy of our validation report is available upon request. Project Success was evaluated for five years. Each project objective was tested.

implementation requirements

Implementation varies depending upon the needs of the adopting school and the outcomes desired. As a mainstream approach, no additional staff are needed. Training of teachers using the project takes approximately 25 hours. Project Success Adoption Manual defines the adoption process for different kinds of adoptions.

financial requirements

Cost varies with kind of adoption desired, level of adoption, number of students included, and materials already owned by the school.

services available

No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome at project site during school year by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

contact

Richard Metteer, Director; Project Success; Wayne Middle School; 312 Douglas; Wayne, NE 68787. (402) 375-2230.

Developmental Funding: USOE ESEA Title III JDRP No. 14 Approved: 4/9/73

Compiled Summer 1980

PROJECT PROJECT SUCCESS: Handicapped

descriptors Continuous Progress Plan, Cross Age Teaching, Elementary Education, Kindergarten, Learning Disabilities, Mainstreaming, Peer Teaching, Special Education, Volunteers

target audience Approved by JDRP for children with reading, math, handwriting, and self-management difficulties, grades K-6.

description *Low-cost academic and self-management programs for handicapped elementary school students.*

Project Success provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the home district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon mastering the skill, students are tracked to assure continued success.

The intensive use of nonprofessional personnel for assessment and service delivery required a systematic approach to training. Each volunteer participant demonstrated competency in assessment techniques and use of assistance program training packets. Direct instruction training procedures included modeling for these personnel during training and direct observation in the classroom.

evidence of effectiveness Standardized test evaluation (Wide Range Achievement Test) in each of three years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

implementation requirements If all academic and self-management programs are adopted in a district, at least one certified person per elementary building (450 students) is needed. To operate only academic programs, one half-time certified person and one aide per building served are required.

financial requirements Start-up cost for both assessment and assistance components averaged $4 per pupil. Based on 200-300 pupils, per-learner operational cost for various assistance programs was approximately $14 per month. Complete commercial (Edmark) tutoring classroom package for 10 students costs $300. Replacement costs for consumable items are approximately $37.50 for 10 students per year.

services available No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as its own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.

Developmental Funding: USOE ESEA Title III JDRP No. 75-28 Approved: 5/7/75

Compiled Summer 1980

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PROJECT SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS)

descriptors

Elementary Education, Learning Disabilities, Remedial Reading, Secondary Education, Special Education

target audience

Approved by JDRP for disabled readers, grades 1-12, needing basic coding skills and for learning disabilities teachers serving that population. This program has been used in other settings with special education groups, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

A discrepancy model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 53 objectives needed to acquire the basic coding skills of reading and spelling.

The curriculum contains word and sentence lists for each of the 53 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 53 objectives. Written language worksheets with controlled reading levels matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension Questions and worksheets for Scanning Stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

evidence of effectiveness

Scores from the Wide Range Achievement Test administered to students, grades 1-12, 1976-77, were compared for groups with and without SIMS treatment. Analysis of covariants (with pretest score and grade as covariants) confirmed that SIMS students performed significantly better than non-SIMS students (positive < .001 level).

implementation requirements

SIMS can be adopted as a comprehensive program of materials and procedures or partially, as instructional management strategies to be used with commercially available materials. A four- or five-day teacher training workshop must precede adoption. Adoption site must provide a liaison person. Pre- and posttest data must be supplied by adopter.

financial requirements

If existing rooms are used for resource centers serving 15 students a day, per-pupil cost for the installation year is $837, and for subsequent years, $803. Excluding teacher salaries, installation costs total $37 per pupil, and maintenance is $3.50. SIMS Concept Assessment Test, SIMS Reading and Spelling Program, Comprehension Questions and Scanning Stories, and SIMS Written Language Program, $65 for total package.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (costs to be negotiated). Technical assistance is provided for implementation and evaluation.

contact

Marie Blackburn, SIMS Project Coordinator; Division of Special Education; Minneapolis Public Schools; 2501 W. 56th St.; Minneapolis, MN 55410. (612) 926-1693.

Developmental Funding: USOE BEH Title VI-G   JDRP No. 79-18   Approved: 5/15/79

Compiled Summer 1980

PROJECT THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN

descriptors

Cerebral Palsy, Children, Home Instruction, Multiply Handicapped, Self Care Skills, Special Education, Volunteers

target audience

Approved by JDRP for moderately to severely handicapped children, ages 1-8, including mentally retarded, cerebral palsied, autistic, emotionally disturbed, deaf/blind, and hearing impaired.

description

An individualized skills instruction program for moderately to severely handicapped children.

Children are pretested on skills selected from the Teaching Research Curriculum for Moderately and Severely Handicapped. Pretest results are used to determine which skills will be taught. The deficit skills are prioritized by the parent and educational staff. After priorities are established, the child is placed in one or more of the four curricular areas -- self-help, motor, language, and cognitive.

Individual instructional programs are prepared for each child. A program prescribes the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in this model. They are taught how to deliver cues and feedback and how to record the child's appropriate and inappropriate responses to instruction. Maintenance of volunteer skills is objectively monitored by the teacher. Volunteers implement the instructional programs with each child and record child performance data in a specified manner. If the volunteer indicates through recorded data or verbally during classroom instruction that the child is having difficulty learning a particular program, the teacher provides instruction for the child. The teacher uses the daily data to make teaching decisions concerning individual programs for the following day and to ascertain whether sequencing, cue presentation, or feedback need to be altered.

When group instruction occurs, the teacher interacts with each child according to his/her individual instructional program. In this model, group instruction is provided only by the teacher or aide. Some instructional programs are selected by parent and teacher to be taught in the home, and these are coordinated with programs in the school. Teaching periods in the home vary from 10 to 30 minutes. Approximately 85% of the parents of project children participate in home instruction. All parents participate in the program planning conferences for their child.

(The Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children and Inservice Training in the Teaching Research Data Based Classroom for Severely Handicapped School-Age Children were both developed by Teaching Research, a division of the Oregon State System of Higher Education, Monmouth.)

evidence of effectiveness

Using a multiple baseline approach, it was demonstrated that within the Teaching Research Infant and Child Center a mean of 7.9 skills per month was acquired by a child without instruction, while 64.4 skills per month were acquired with instruction. Replication-site children acquired a mean of 9.1 skills without instruction and 90.1 skills with instruction.

implementation requirements

The model can be used by an individual classroom. Inservice training of teacher and aide is required.

financial requirements

Based on 12 students per class, one teacher, and one aide, operational expenses averaged $2,366 per child in the Teaching Research Classrooms during 1976-77. This figure includes: supervision, $2,000; salaries, $22,471; supplies, $500; transportation, $3,420. Start-up costs average $6,500, including supervision, training, and supplies. Materials used in the classroom are commercially available; information can be obtained from Teaching Research.

services available

An NDN-funded Developer/Demonstrator project. A BEH Handicapped Children's Early Education Outreach Program.

This is a nonprofit agency; some support comes from United Way. Materials describing the program, including videotapes and printed material, are available at cost. Training is conducted at the project site. Follow-up is conducted at adopter sites. Project staff can attend out-of-state conferences. Visitors are welcome by appointment.

contact

Torry Piazza Templeman; Teaching Research; Oregon College of Education; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.

Developmental Funding: USOE BEH JDRP No. 78-163 Approved: 3/27/78

Compiled Summer 1980

SECTION 11

SPECIAL INTERESTS: ARTS/COMMUNICATION/TECHNOLOGY*

MEDIA NOW - Iowa.. 11-3

URBAN ARTS PROGRAM - Minnesota.. 11-4

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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT MEDIA NOW

descriptors

Gifted, Mass Media, Secondary Education

target audience

Approved by JDRP as a high school course, grades 10-12. It has been used in other settings by elementary and junior high schools, specialized college and university programs, and with gifted students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A course of study in the mass media.

The mass persuaders of film, radio, and television constitute the major emphasis of the course, which may be used either as a semester or full-year course. Any of the seven individual modules may be employed in an existing course.

Built around the concepts of individualized instruction, performance objectives, and learning by doing, Media Now includes 50 learning activity packages (LAPs) organized into seven modules: media hardware, production, genre, evaluation, interpretation, aesthetics, and presentation. When students see how a message is produced, they begin to evaluate, interpret, analyze, and appreciate media forms and learn how to communicate with them.

Media Now has four major objectives: to improve students' knowledge of mass-media terminology and techniques, to increase their production abilities, to decrease their susceptibility to persuasion by the mass media, and to increase their positive attitudes toward media.

The Media Now course has 623 tasks organized into a performance hierarchy of four levels. They are, in descending order: course objectives, module objectives, LAP objectives, and student involvements (or activities). Student involvements are presented in the student guide (SLAG), the LAPs, and a resource manual (SLAB). Research shows that Media Now provides students with knowledge and skills required for informed media consumption and skilled media production; it also indicates that an individualized approach is effective for presenting course material in the study of mass media.

evidence of effectiveness

Research spanning two school years (1972-74) employed a pre- and posttest control group design and involved five schools and 331 students in inner-city, suburban, large rural, and small rural districts. Significant gains were scored by Media Now students for all four objectives listed above. More specific evaluation data are available on request.

implementation requirements

Adopters of Media Now must purchase one Media Now Course of Study, which includes 50 LAPs and appropriate manuals. The program can be adopted by an individual teacher or may be used in a team-training approach. At least two staff members from adopting school must be trained in a two-day workshop. Media Now can be used in a normal classroom setting where minor furniture movement is possible. Darkroom facilities are helpful but not mandatory.

financial requirements

Media Now Course of Study, $860; Student Learning Activity Guide (SLAG), $6 (one per student recommended); Student Learning Activity Book (SLAB), $6 (one for every two students recommended); Teacher Activity Book (TAB), $9.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Awareness conferences can be conducted at out-of-state sites (costs to be negotiated). Training is conducted at project site or adopter site (costs to be negotiated).

contact

Alan Moore, Project Director; experience education; 401 Reed St.; Red Oak, IA 51566.
(712) 623-4913 or (800) 831-5886.

Developmental Funding: USOE ESEA Title III JDRP No. 75-34 Approved: 5/13/75

Compiled Summer 1980

PROJECT URBAN ARTS PROGRAM

descriptors

Art, School Community Programs, Secondary Education, Summer Programs

target audience

Approved by JDRP for grades 7-12. This program has been used in grades K-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program used to improve instruction in all the arts and to improve school use of community art facilities.

For ten years, Minneapolis Schools' Urban Arts program has enabled students to learn from artists and arts organizations. Responding to two basic needs -- better use of the arts in education and better use of a community's arts resources -- Urban Arts provides for working artists from the community to supplement regular school instruction. Five strategies are used: moving artists into workshops with artists at artists' work spaces, placing artists in classrooms with students and teachers, activating teachers' arts talents and skills to develop an arts collaborative, connecting arts events and exhibitions to curriculum, and joining the community in arts celebrations.

The program's goal is to give all students the opportunity to learn with artists and the arts while developing their own aesthetic judgements. Understanding of the arts is acquired by training, practice, and experience through an instructional manner that is direct, immediate, and personal. Basic to the program is the idea that the community is an appropriate place to learn the arts. Workshops with students and teachers are held where the arts are created, housed, and performed. Existing arts facilities in the community -- museums, galleries, workshops, concert halls, theaters, and studios -- are used extensively.

Adoption requires three to six days of training workshops for teachers and community arts persons to adopt the five basic strategies and to set up a management group. Local artists supplement teachers, and teachers with special talents often work as artists for the program. Three workshops are provided for adopters (a minimum of eight and a maximum of 60 persons per training session) at the adopter site, with a visit to the original site optional. The program can be replicated in districts of any size, including those in rural areas.

evidence of effectiveness

An interjudge strategy of evaluation has yielded a reliable and consistent success rating for program goals and objectives. Fifty randomly selected students kept daily journals, which were analyzed and categorized as Personal Reports of Subjective Experience, an evaluation procedure copyrighted by Creative Humanistics, Inc.

implementation requirements

The Manual for Adopting Urban Arts provides guidance for planning and implementing a custom-made program for each school that employs variations of the five program strategies. Implementation results from plans made during training for use of available resources in the school and community.

financial requirements

Annual maintenance has ranged between $6,000 and $36,000, depending on school size and program complexity.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Assessment, pre-planning, and budgeting guides are available from NDN Facilitators at no cost and from project at cost of postage. Visitors are welcome by appointment at project and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training for adopters is conducted at adopter sites (adopter must purchase training booklet; all other project expenses are covered).

contact

Wallace Kennedy, Project Trainer; Urban Arts Developer/Demonstrator Project; University of Minnesota Teacher Center Annex; 1411 University Avenue Southeast; Minneapolis, MN 55455. (612) 376-8234.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-27 Approved: 5/7/75

SECTION 12

SPECIAL INTERESTS: GIFTED AND TALENTED/HEALTH/HUMAN BEHAVIOR/PHYSICAL EDUCATION*

CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project - Florida.......... 12-3

CRITICAL ANALYSIS AND THINKING SKILLS (CATS) - Utah.......... 12-4

CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me) - Ohio.......... 12-5

EVERY CHILD A WINNER With Movement Education - Georgia.......... 12-6

INSTITUTE FOR CREATIVE EDUCATION - New Jersey.......... 12-7

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OMBUDSMAN - North Carolina.......... 12-9

PEOPEL: Physical Education Opportunity Program for Exceptional Learners - Arizona.......... 12-10

PHYSICAL EFFICIENCY AND CORRECTIVE PHYSICAL EDUCATION (PECPE) - West Virginia.......... 12-11

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Valiuated Pupil Personnel Services Demonstration Project - Florida.......... 12-12

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*See Sectional Cross-Reference Index, p. 14-9, and ERIC Descriptor Index, p. 14-15, for related programs.

PROJECT CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project

descriptors

Basic Skills, Behavior Problems, Elementary Education, Kindergarten, School Community Programs, Secondary Education, Team Teaching

target audience

Approved by JDRP for children from kindergarten through middle school who exhibit multiple symptoms associated with learning and/or social behavior problems.

description

A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

Learning problems are often caused by a complex of factors. The CSC concept presumes that the solution to such problems lies in an interdisciplinary team approach that focuses on the whole child in a single referral setting. Such troubled children need to receive comprehensive, in-depth diagnostic and remedial services to become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology and consults with medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.

Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Educational Plans (IEPs) for students with special needs.

(Child Study Center [CSC], Positive Alternatives to Suspensions [PASS], and Developmental Play [DP], all described in this catalog, are affiliate projects of the Pupil Personnel Services Demonstration Project, St. Petersburg, Florida.)

evidence of effectiveness

On posttest scores, participating children gained in intellectual functioning as measured by the Wechsler Intelligence Scale for Children; learning abilities, as measured by the Detroit Tests of Learning Aptitude; reading achievement, as measured by the Gilmore Oral Reading Test; and productive social/emotional behavior, as measured by teacher and parent rating scales.

implementation requirements

The adopting district must have a minimum of four pupil services and exceptional student education personnel from different disciplines with a motivation to become an effective team for children with multifaceted learning problems. This potential Child Study Team must become familiar with the Child Study Center Manual. A visit to project site for training is recommended.

financial requirements

The per-learner start-up costs of $22.86 are one-time expenses computed on the projected number of students to be served during the first three years of operation. The per-learner monthly operational costs of $42.21 include the salaries of all Center personnel. Adopters are encouraged to consider relocating human resources to minimize financial expenditures.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (expenses must be paid).

contact

Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 Approved: 12/6/74

Compiled Summer 1980

PROJECT CRITICAL ANALYSIS AND THINKING SKILLS (CATS)

descriptors Critical Thinking, Problem Solving, Secondary Education

target audience Approved by JDRP as a high school program for students of average abilities. This program has been used in other settings for junior high and elementary grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program offering students a sound, systematic, and practical way of making more rational decisions, constructively criticizing positions taken by others, and identifying and solving problems.*

Very often, a student's approach to analyzing both public issues and personal problems is disjointed and haphazard. The CATS program provides students with systematic ways of making rational decisions as well as ways of solving problems on a rational basis. The materials and procedures of the CATS program are constructed around four rules for good critical thinking. These rules are addressed to young decision makers: Make sure that the information you use to make a decision is relevant both to the issue and to you. Make sure that the information represents a wide range of points of view. Make sure that the information is credible. Make sure that you can accept the implications of your decision, both in terms of actions and principles. These rules are incorporated into a procedure for making rational decisions and testing the implications of these decisions. Students use worksheets to learn the procedures. Instructions for completing each worksheet are presented in a straightforward how-to manner. In the classroom, the teachers acts as a facilitator, monitoring discussions, providing answers to questions, and so forth. Students work in groups of four to six. CATS procedures and materials have been integrated into the following programs: history, civics (current problems), economics, psychology, sociology, debate, home economics, speech, gifted and talented, environmental education, health (drug, alcohol) education, career education, reading, and literature.

The keynote of the CATS program is thinking and analysis. Students are not passive receivers of isolated pieces of information, which often appear to be unrelated. They are actively involved in the processing of information, putting it into a framework to make sense of it. The program provides students with a sound way of making decisions and solving problems that they can always fall back on, no matter what the circumstances. The CATS program provides the basic tools for analytic and critical thinking. It develops the ability to understand and interpret written communications. It applies critical and analytic thinking skills to actual issues and problems. It promotes depth of understanding by putting pieces of information into a framework which reveals their interrelations. It relies on active processing rather than passive reception.

evidence of effectiveness A field test conducted in 1974-75 in urban-suburban areas of Salt Lake City, Utah used a pre/post, control-group design. Program students made significant gains on a measure of critical thinking ability; controls did not. Also, program students were rated significantly higher on in-class research papers, as judged by independent experts.

implementation requirements Adopters sign an adoption agreement, implement program's essential elements (including evaluation) for one semester (approximately 20 weeks), designate one liaison person to monitor and evaluate implementation, and purchase CATS instructional package, Making Rational Decisions. No special equipment or facilities required. Teachers receive training at a two- to three-day workshop (15 to 20 contact hours). A one- to two-day follow-up visit is also required.

financial requirements Start-up costs: training, three days at $150 per day, plus travel, meals, and lodging, and training materials (instructional package), $30 per participant. Continuation costs: follow-up, one or two days at $150 per day, plus travel, meals, and lodging; materials; reprinting of student worksheets and tests.

services available An NDN-funded Developer/Demonstrator project.

Awareness sessions and implementation workshops are conducted at project site or adopter site. Visitors are welcome at project site for demonstrations on two weeks' notice. Assistance is available to potential adopters for completing funding proposals. Project staff are available for other conferences and workshops (expenses must be paid).

contact Terry P. Applegate, or W. Keith Evans; 308 W. Milton Bennion Hall; University of Utah; Salt Lake City, UT 84112. (801) 581-6401.

Developmental Funding: USOE ESEA Title III JDRP No. 77-106 Approved: 1/11/77

Compiled Summer 1980

PROJECT CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

descriptors Affective Behavior, Secondary Education, Self Concept, Values

target audience Approved by JDRP for students of all ability levels in grades 9-12. This program has been used as a course in itself, to supplement existing courses, or with units selected as minicourses, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A curriculum to help students understand the causes and consequences of behavior.*

The New Model Me is designed to help high school students deal with available alternative actions for solving personal problems and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the "causal" approach to understanding human behavior, which requires that a person look beyond the surface manifestations of an event to consider its possible cause. Affective materials and activities constitute a substantial part of the program.

The curriculum includes a wide variety of activities and seeks to promote much student and teacher interaction. A reasonably nonjudgmental and flexible teacher who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions will be most effective with the curriculum.

The New Model Me basic texts are a student book and a teacher manual that incorporates the student book. Units in the books are: Human Behavior, Controls, Real Self, Values, Response, and Change. The bibliography in the teacher manual suggests appropriate supplementary audiovisual materials and books.

evidence of effectiveness Evaluation data obtained in 1972-73 from experimental and control classrooms in a variety of socioeconomic settings showed student growth at the .05 level of significance on a project-developed cognitive test and on an attitude measure (Personal Orientation Inventory). Teacher growth was shown with the Minnesota Teacher Attitude Inventory. Analyses of student-teacher feedback forms indicated strong support of curriculum.

implementation requirements The program can be implemented by one or more teachers and/or counselors in a school. However, it is recommended that a corps of personnel (teachers, counselors, administrative decision makers) be involved in initial awareness, two-day training workshops, and follow-up activities. A typical classroom in which chairs can be moved for various activities is adequate. No special equipment is needed beyond that usually available in a secondary school.

financial requirements Cost per pupil the first year is approximately $8, based on a student population of 300. This includes the cost of texts and inservice training. Continuation costs are minimal if student texts are reused.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Project staff can attend out-of-state conferences. Two-day training workshops are conducted at project site or out of state. One-day follow-up clinics are scheduled for adopters.

contact John R. Rowe, Project Director; Lakewood Board of Education; 1470 Warren Rd.; Lakewood, OH 44107. (216) 529-4267.

Developmental Funding: USOE ESEA Title III JDRP No. 74-73 Approved: 5/29/74

Compiled Summer 1980

PROJECT

EVERY CHILD A WINNER With Movement Education

descriptors

Aurally Handicapped, Emotionally Disturbed, Kindergarten, Learning Disabilities, Mainstreaming, Mentally Handicapped, Movement Education, Orthopedically Handicapped, Physical Education, Self Concept, Special Education, Speech Handicapped, Visually Handicapped

target audience

Approved by JDRP for students, grades K-6.

description

An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child A Winner -- Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the child's self-concept and to improve academic skills as well as movement skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child A Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementing in the upper grades.

Project should be implemented first in K-3, with a plan for expanding to K-6.

evidence of effectiveness

Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness Test, Minnesota Motor Skills Test, California Inventory of Personality, and the SRA Math and Reading Test. The data showed improvement in all areas, physical fitness and motor skill levels being elevated significantly ($p \leq .05$).

implementation requirements

Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement is required between the project director and adopter.

financial requirements

Training materials: one copy per training participant, Every Child A Winner...A Practical Approach to Movement Education, $7 each. Resource book list and equipment list supplied by project. Costs vary depending on number of students involved.

services available

An NDN-funded Developer/Demonstrator project.

Project consultants provide technical assistance and training in program implementation to contracted adopters. Phase I and II Training is conducted at developer or adopter site. Training materials are obtained from the project. One-day awareness training is provided at demonstration school sites for potential adopters; this includes detailed information on adoption requirements and a tour through the program. Awareness packets available on request. Visitors welcome twice weekly October-April. Contact D/D two weeks in advance.

contact

Martha F. Owens; Every Child A Winner; Irwin County Schools; Box 141; Ocilla, GA 31774.
(912) 468-7098.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-60 Approved: 6/6/74

Compiled Summer 1980

PROJECT INSTITUTE FOR CREATIVE EDUCATION

descriptors Creative Thinking, Elementary Education, Problem Solving

target audience Approved by JDRP for heterogeneously grouped, whole classroom use, grades 4-6.

description *A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas.*

Institute for Creative Education activity is based on the belief that creative problem solving is essential to a quality learning experience. The project-developed curriculum teaches a process that helps students develop abilities to solve current and future problems. Creativity is considered a thinking activity which results in an original solution to a problem or situation. The project's goal has been to develop students' abilities to respond creatively to problems or tasks with fluent, flexible, original, and elaborate answers.

Unique to this program are the sequentially ordered activities or lessons that teach the process of creative problem solving in an order clearly understood by students and teachers. The students become decision makers and the teacher facilitates their thinking.

Another feature of this program is a two-day teacher training component. During this training (for an estimated 20 teachers), teachers learn the format of the curriculum and the basic elements contributing to reinforcement, consciousness raising, and productive thinking (actual tasks to be performed). Following training, teachers are given the curriculum and asked to use the program lessons or activities once a week. Teachers are asked to use the lessons in sequence so that students easily understand the process, ultimately reaching the higher-level activities in which problems or tasks are more complicated. The higher-level activities are linked to academic principles and require that students create new or unique solutions that work; a finished product is also a requirement of higher-level activities.

The Institute for Creative Education has prepared several manuals to help adopters. These include a lesson development workshop manual to help adopters devise new lessons specifically for their own district and an administrative manual with the necessary information for smooth implementation and project management. The Institute staff are available for consultations and follow-up activities. Costs can be negotiated.

evidence of effectiveness Similar treatment and control groups were pre- and posttested with the Torrance Test of Creative Thinking, figural forms A and B. The creative thinking abilities of project students in grades 4-6 improved significantly, above the .05 significant level. A full report is available from the project.

implementation requirements The Institute curriculum can be implemented in schools of any size and composition provided that teachers are trained in Institute concepts. It can be used by whole classrooms or cross-grade groupings and in large- and small-group settings. A group of 20 teachers is ideal for training (two days). The entire adopting staff should attend a one and one-half hour awareness session before training. An administrator or project coordinator should be trained with the teachers so that proper follow-up activities can be carried out. The only materials required (for curriculum and project administration) are supplied at cost, approximately $28 per teacher.

financial requirements Teacher training is the main expense. If done on release time, the cost of substitutes must be met by the adopter. No additional staff or equipment are needed. Minimum upkeep (involving only such consumables as paper, pencils, craft materials, wood, etc.) is needed after initial implementation.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site and several other districts in the home state by appointment. Project staff are available to attend out-of-state awareness meetings (expenses are covered). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses are covered).

contact Verne Kelly, Director; Institute for Creative Education; Educational Improvement Center -- South; Box 209; Sewell, NJ 08080. (609) 228-6000.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-22 Approved: 7/11/79

Compiled Summer 1980

PROJECT THE ME/ME DRUG PREVENTION EDUCATION PROGRAM

descriptors Drug Education, Elementary Education, Self Concept

target audience Approved by JDRP for public and nonpublic elementary school personnel (teachers, counselors, and administrators) who work with children in grades 2-6. This program has been adapted for use with children in grades K-1, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A drug prevention education program aimed at improving self-concepts.*

The ME/ME Program provides interested school personnel who work with elementary-level students (grades 2-6) with the training and expertise necessary to implement such a program in their schools. The program approaches drug prevention through enhancing self-concept and developing decision-making skills.

Teacher packages provide the instructor with activities that encourage open communication between teacher and students. Student packages supplement the above activities and are devised for individual work.

The program can be implemented without special staff. After training, regular classroom teachers can handle the program. Training consists of a six-hour training session conducted by project staff or designated trainers.

Training not only helps teachers in implementing the program but also makes them aware of their own attitudes.

Drug information is a small part of the program and is taught in conjunction with children learning about themselves and about how to make decisions.

evidence of effectiveness Project evaluation completed June, 1975. Pre- and posttests were administered to students with similar socioeconomic and geographic backgrounds and ability levels. Project has proven it increases students' feelings of self-worth, decision-making ability, and factual knowledge about drug use, and improves their attitudes toward proper use of drugs.

implementation requirements Adopters must participate in training, use program activities weekly, agree to monitoring of activities by project site, and administer the evaluation necessary to measure the impact of the program on children. Administrators must allow teachers time in their daily schedules for program activities. Although individual teachers can adopt the program, it is recommended that all K-6 grade-level teachers from the adopting school do so, if possible.

financial requirements Cost of a set of project materials is $25. Additional evaluation materials are available at no cost.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at demonstration sites. Training is conducted at adopter site (adopter pays travel costs). Follow-up activities are conducted at adopter site (at no cost).

contact Artie Kearney, Director; ME/ME Inc.; 400 S. Linwood Ave; Appleton, WI 54911. (414) 735-0114.

Developmental Funding: USOE ESEA Title III JDRP No. 75-47 Approved: 5/15/75

Compiled Summer 1980

PROJECT OMBUDSMAN

descriptors

Drug Education, Elementary Education, Problem Solving, Self Concept

target audience

Approved by JDRP for students of all abilities, grades 5-6. This program has been used in other settings with grades 7-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A school-based semester-long drug education/primary prevention program.

Ombudsman is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. Ombudsman does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self-awareness, and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as family and peers. The third, active, phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school system. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way.

The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

evidence of effectiveness

Pre- and posttesting of experimental and control groups (1977) illustrated Ombudsman's impact on a series of high-risk states related to drug use. Longitudinal comparisons of Ombudsman graduates and non-Ombudsman students (1977) have demonstrated that program graduates are more likely to give up drug use.

implementation requirements

The program can be conducted by classroom teachers or other professional or school personnel. A two and one half- to three-day training session for at least two professionals is required prior to implementation. These professionals must teach at least one Ombudsman program per semester. Training takes place at the adoption site or the project site. Eight to 20 participants from one or more school districts can be trained simultaneously.

financial requirements

One Ombudsman teacher's manual must be purchased for each Ombudsman teacher. A supplemental package of related books and filmstrips can be purchased for each school implementing Ombudsman. The cost of this material is approximately $120 per school. Equipment required includes a filmstrip projector, a movie projector, and other normal materials.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses to be shared).

contact

Chris Jones, School Team Director; Charlotte Drug Education Center; 1416 E. Morehead; Charlotte, NC 28204. (704) 374-3211.

Developmental Funding: HEW: National Institute on Drug Abuse JDRP No. 78-194 Approved: 6/12/79

Compiled Summer 1980

PROJECT

PEOPEL: Physical Education Opportunity Program for Exceptional Learners

descriptors

Aurally Handicapped, Emotionally Disturbed, Learning Disabilities, Mentally Handicapped, Orthopedically Handicapped, Peer Teaching, Physical Education, Secondary Education, Special Education, Speech Handicapped, Visually Handicapped

target audience

Approved by JDRP for handicapped students and nonhandicapped peer tutors, grades 9-12. This program has been adapted for use in middle and elementary schools, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A specially designed, success-oriented physical education program for high school students with unique needs utilizing peer tutors (student aides) to emphasize individualized learning and instruction.

Project PEOPEL was developed to help schools meet the needs of both handicapped (exceptional) and nonhandicapped students through peer tutoring in a success-oriented physical education experience. PEOPEL is designed for students who because of some physical, mental, social, or emotional condition will benefit more from an individualized program than from general physical education. Through individualized learning in physical education, students develop mental, social, emotional, and physical abilities at their own pace. The emphasis on the individualized learning of a variety of physical activities is possible by utilizing peer tutors, called PEOPEL Student Aides, who have completed a special training/orientation class and are under the direct supervision of the physical education teacher. This provides a one-to-one instruction ratio in a coeducational setting with up to 30 students per class (15 exceptional learners and 15 student aides). Each student experiences fun and daily success in a variety of individual, dual, or team activities. The organization of PEOPEL classes is similar to that of general physical education classes. In addition, students are pretested to determine entry skill level based on performance objectives within the Unit of Instruction. The PEOPEL Teacher's Guide has 35 separate Units of Instruction which were developed with task-analyzed performance objectives. Unit of Instruction Performance Objectives are included for history, basic rules, etiquette, terminology, safety, and skill progressions. Other PEOPEL materials are the Administrative Guide and Student Aide Training Manual.

PEOPEL inservice training is designed to assist physical education teachers and staff in implementing the peer teaching components of PEOPEL within their school. Training encompasses both administrative and instructional considerations, as well as short- and long-term planning.

evidence of effectiveness

Evaluation of high school students was conducted over a three-year period by pre- and posttesting on a four-item composite Physical Fitness Battery and the Wear's Physical Education Attitude Scale. The data showed significant gains in fitness and attitudes of PEOPEL students ($p \leq .05$) with minimal or no gains in control group ("adapted P.E." with no student aides).

implementation requirements

Program implementation is flexible according to the needs of students, a class, a school, or a district. Instructional procedures enable a school/district to implement PEOPEL with student aides and exceptional students with varying abilities in grades 9-12. No special equipment or facilities are required. Inservice training is designed to meet the needs of the participating teachers, program, and schools. With training, existing teaching personnel who have a sincere interest can implement the program.

financial requirements

Training materials (PEOPEL guides, manual, and assessment charts), $5 per participant. Training materials provide administrative and instructional guideline considerations for programming in physical education with trained student aides. Other materials and costs available upon request. Implementation costs based on teacher's salary at 30:1 student-to-teacher ratio. General physical education equipment used.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Training is conducted at project site (adopter pays only its own costs). Training is also conducted at out-of-state sites (expenses must be paid). Follow-up services are available to adopters (expenses must be shared).

contact

Ed Long, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.,
Phoenix, AZ 85017. (602) 257-3034.

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 79-10 Approved: 3/28/79

Compiled Summer 1980

PROJECT PHYSICAL EFFICIENCY AND CORRECTIVE PHYSICAL EDUCATION (PECPE)

descriptors Physical Education, Secondary Education

target audience Approved by JDRP for grade 7. This program has been used in other settings with grades 5-6 and 8-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description *A program teaching the effects of proper exercise on the total functional capacity of the human organism.*

The importance of good physical health and its positive contribution to mental and emotional well-being is widely recognized and well documented by research. The philosophy underlying PECPE is that a scientifically planned program is more likely to improve physical health and conditioning than less-structured, traditional physical education programs.

PECPE seeks to add to an otherwise comprehensive physical education program components that will meet three important and needed objectives: increased physical strength; an increased range of motion for arms, legs, and hips; and increased cardiorespiratory efficiency.

All children, including mainstreamed special education students, are involved. During the initial orientation period, individual strength and endurance are assessed. Prescriptions are made to permit every student to perform at the optimal level.

Students spend three one-hour periods a week in exercises prescribed to meet program objectives. Each period begins with 15 stretching exercises, which aid in increasing the motion range of body joints and result in total muscle warm-up prior to performance of physical activity. Second, neuromuscular integration activities, which reveal the physical nature of students with respect to dynamic energy, flexibility, balance, and general body control, develop a high level of general motor educability. Next, to promote the simultaneous development of muscular strength and endurance, students complete an 11-station circuit on a multistation weight machine. Last, activities enhancing cardiovascular efficiency (running, jumping rope, rowing) are engaged in for five one-minute periods, with 30 seconds of rest between periods. Each student strives for a pulse rate of 180 beats per minute, considered optimal for the age group. An individual record card showing daily progress on these activities is maintained for each student.

evidence of effectiveness In four and one-half months, treatment students showed greater gains in physical strength, physical range of motion, and cardiorespiratory efficiency than a control group. Gains were statistically significant.

implementation requirements A multistation weight machine and an exercise room large enough to house it are required. Adopters must complete one day of training.

financial requirements Equipment required costs roughly $5,000 and can serve as many as 600 students. Training costs are reimbursed.

services available No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (expenses must be paid). Training is conducted at project site. Training is also conducted at adopter site (project staff costs and expenses must be paid).

contact Marvin R. Rexroad, Project Director; Jackson Junior High School; 34th St.; Vienna, WV 26105. (304) 295-4555.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-37 Approved: 9/26/79

Compiled Summer 1980

PROJECT POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

descriptors

Affective Behavior, Behavior Problems, Secondary Education

target audience

Approved by JDRP for students and personnel in secondary schools. Since many of the intervention strategies have a preventive focus, a cross section of students and personnel in project secondary schools are target participants.

description

A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individual and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environment.

[Positive Alternatives to Suspensions (PASS), Developmental Play (DP), and Child Study Center (CSC), all described in this catalog, are affiliate projects of the Pupil Personnel Services Demonstration Project, St. Petersburg, Florida.]

evidence of effectiveness

Student suspensions in project schools decreased by about 30%, while in comparison schools they increased 10%. As a result of the success of the PASS program in pilot schools, it was expanded to all 12 high schools in the district. During the 1972-73 school year, student suspensions in Pinellas County declined while suspensions in many other districts increased. Data collected through 1975-76 show a similar trend.

implementation requirements

The psychologist, social worker, or counselor providing leadership needs an appropriate master's degree and must be proficient in planning and implementing staff development programs as well as in providing direct services for students. He/she must be a skilled group leader able to learn how to conduct humanistic activities, survival courses, and encounter groups. The leader also provides training and consultation for the time-out room workers, who need at least a B.A. in one of the applied behavioral sciences and related experience or recent training in establishing helping relationships with youth.

financial requirements

Since use of additional equipment and materials is minimal, per-learner start-up cost for a three-year program is about 40¢. Operational costs include salaries for a school psychologist and social worker for every five schools and a time-out room worker for each school. Per-learner monthly operational cost varies between $1.20 and $2, depending on whether a paraprofessional is used in the time-out room.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Two-day demonstrations of the total program are held three or four times a year. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training can be provided at project site in August (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Follow-up is available to adopters (costs to be negotiated).

contact

John C. Kackley, Supervisor/Consultant; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or -0230.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-116 Approved: 12/6/74

Compiled Summer 1980

PROJECT PRIMARY GRADES HEALTH CURRICULUM PROJECT (PGHCP)

descriptors

Cross Age Teaching, Health Education, Kindergarten, Primary Education

target audience

Approved by JDRP for students in grades K-3.

description

A comprehensive health education program to teach children in grades K-3 about their senses, their bodies, and good health habits.

The PGHCP is the result of collaborative efforts among staff at the U.S. Bureau of Health Education, the American Lung Association, and the National Center for Health Education. Like the School Health Curriculum Project, its companion program for students in grades 4-7, the PGHCP has been designed to assist children to make informed decisions about personal health practices.

In the kindergarten unit, "Happiness Is Being Healthy," children are introduced to their five senses, feelings, caring for their health, and general health habits. The first-grade unit, "Super Me," expands on the senses of taste, touch, and smell and their role in communicating information about personal and environmental health and explores self-concept development and individuality as well. The second-grade unit, "Sights and Sounds," emphasizes the emotions and methods of communication with regard to the senses of sight and hearing. In the third-grade unit, "The Body, Its Framework and Movement," students study the skeletal and muscular systems while exploring how the senses provide information about bodily functions and the ways in which health is influenced by the environment.

The PGHCP program has seven components, which were designed to ensure an effective learning system. The health content represents the body as a network of senses and feelings that interact with other body systems and that require cultivation and care. Teaching/learning methods emphasize small-group learning centers and peer teaching, exploration of ideas through experiential activities, and the use of a wide variety of media aids and community health personnel and resources in learning activities. The training program involves teachers, administrators, and other school personnel in active, participatory workshops. Community development activities involve school personnel, parents, health professionals, and the community in implementation and support of the program. Other subject areas and skills, including reading, writing arithmetic, art, and drama, are integrated into health-centered learning activities. The program prepares students for further health education provided for grades 4-7 by the School Health Curriculum Project. A series of evaluation procedures and instruments measures the effectiveness of the program at each grade level.

evidence of effectiveness

Data collected both in field test and longitudinal evaluations indicate that program participants at every grade level showed significant improvement ($p < .01$) in health-related knowledge.

implementation requirements

An implementation team is generally composed of 10 persons: two classroom teachers from each grade level, the principal, and one or more support persons (school nurse, librarian, audiovisual coordinator, curriculum specialist). Members of this team receive training for the relevant grade level, perform PGHCP activities for the required length of time, use project-developed teaching materials, involve school administrators, parents, and representatives of community health organizations in the program, and offer a PGHCP training workshop for other school staff after the first year.

financial requirements

Training costs, which total approximately $3,500, can be shared by as many as 10 teams (80 teachers, 10 principals, and 10 or more support persons). Nonconsumable instructional materials: kindergarten, $806; grade 1, $1,257; grade 2, $1,386; grade 3, $1,228. One set of instructional materials can be used by four classes at that grade level. Consumable instructional materials: approximately $35 per classroom per year.

services available

No special network funding supports this project's dissemination efforts.

A variety of awareness materials, including a slide-tape, is available at no cost. Visitors are welcome by appointment at operations management offices and many of the 440 schools in 26 states where the program is being used. Training is provided during the summer months at various sites throughout the nation.

contact

Nancy L. Evans, Project Associate; National Center for Health Education; School Health Curriculum Project; 901 Sneath Ln., Suite 215; San Bruno, CA 94066. (415) 952-7922 or (800) 227-6934.

Developmental Funding: HEW: Bureau of Health Education
(U.S. Public Health Service)

JDRP No. 80-6 Approved: 5/23/80

Compiled Summer 1980

PROJECT
SCHOOL HEALTH CURRICULUM PROJECT (SHCP)

descriptors
Elementary Education, Health Education, Secondary Education

target audience
Approved by JDRP for students of all abilities, grades 5-7.

description
A program designed to foster student competencies to make decisions enhancing their health and lives.

The SHCP includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. It involves students, teachers, educational administrators, other school staff, community health personnel, and the families of participating students. Through group and individual activities, children learn about themselves by learning about their bodies. There is one 10-week unit for each grade level. Grade 5 studies the respiratory system, grade 6 the circulatory system, and grade 7 the nervous system. Every unit emphasizes the relationships between one's own behavior and the functioning of the system being studied. Access to a variety of stimulating learning resources, including audiovisuals, models, community health workers, and reading materials, is abundantly provided. The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts, attitudes, and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science, and the creative arts. As teachers become familiar with the subject matter during training, they simultaneously learn teaching methods. Instead of the traditional classroom approach, the teacher uses a learning center approach, which allows children to move about the room, explore resources, and work together in groups. During training, teachers are given packets of materials which help them develop and explain health-related concepts to students. All of the classroom work is described in the packets, and supplemental ideas are included for variety. The SHCP requires that adopting schools send a full team to one of the various SHCP regional training centers to receive training. This team should consist of two classroom teachers from the level for which the unit is being adopted, the principal, and one or two other school support personnel. Training is offered on condition that the participants provide a training workshop for others. By teaching the unit and carefully following the highly structured plan of the curriculum, teachers gain the experience necessary to present a workshop to others. The team is then able to train other classroom teachers in their own school and in other schools to use the SHCP effectively.

evidence of effectiveness
Twenty-four separate studies were completed between 1964 and 1978 to ascertain the effectiveness of the curriculum. A recent review and synthesis of these studies indicates that fifth-, sixth-, and seventh-grade units were effective in increasing health-related knowledge and providing positive health-related attitudes.

implementation requirements
Implementation of the SHCP requires a school team comprised of two classroom teachers, the principal, and one or more curriculum support persons to: receive training in the grade level being adopted; utilize SHCP activities for a minimum of 10 weeks during the school year; utilize SHCP teaching materials; involve school administrators, parents, and representatives of community health organizations in the project; and offer a SHCP training workshop for others after the first year.

financial requirements
Teacher training costs, totaling approximately $2,500, can be shared by as many as eight teams (32 members, including 16 teachers). Nonconsumable instructional materials cost about $3,500 per district per grade level. Consumable instructional materials cost about $500 per district per grade level.

services available
An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome by appointment. Adoption sites in 300 school districts nationwide; contact project for additional demonstration sites. Qualified trainers can provide awareness services to potential adopters in 33 states at minimal cost. Training is conducted at four regional centers (costs to be negotiated).

contact
Nancy L. Evans, Project Associate; National Center for Health Education; School Health Education Project; 901 Sneath Ln., Suite 215; San Bruno, CA 94066. (415) 952-7922 or (800) 227-6934.

Developmental Funding: HEW: U.S. Public Health Service

JDRP No. 79-14 Approved: 5/8/79

Compiled Summer 1980

PROJECT SEQUENTIAL PHYSICAL EDUCATION REFORM: The M-5 Project

descriptors Elementary Education, Kindergarten, Physical Education

target audience Approved by JDRP for students of all abilities, grades K-6.

description *A logical, sequential, self-directed program in physical education that fosters knowledge about physical education and positive attitudes toward becoming and staying physically fit.*

The project's mission is to give the students and their teachers knowledge about physical education and positive attitudes toward becoming and staying physically fit. Activities are built around major skill areas through the use of a variety of techniques that include specially designed learning centers and individualized learning activities.

The thrust of the program is to enable each child to develop physically, emotionally, socially, and mentally through the medium of physical activity. At the beginning of each school year, students are requested to complete a health appraisal form which aids teachers in recommending individual programs. As soon as the forms are returned, physical fitness testing begins, with each child being tested on the following skills: bench push-ups, curl-ups, squat-jumps, standing broad-jump, and the 30-yard dash. After testing, skill level needs are determined and the M-5 program begins.

All students visit six movement activity centers two days a week for approximately five minutes. The centers are designed to develop fitness and movement skills through sequential activities from lower to higher levels; as skills are developed, students progress to the next higher skill level, which allows students to gain the foundations needed in a logical and sequential manner. One day a week is spent in self-testing to determine improvement, the remaining two days in movement motivators: bean-bag activities, group and creative games, gymnastics, hoop activities, parachute activities, and yarn-ball activities. In addition, students are encouraged to be self-directive and to develop interest and proficiency in worthwhile recreational activities. It is expected that through this effort students will develop physically, emotionally, socially, and mentally as they engage daily in physical education.

evidence of effectiveness Students were pre/posttested on the five-item Kirchner Fitness Test for Elementary School Children. Results of analysis of third-year pre/post data of project children revealed that over 91% achieved gains that were significant at the .01 level. Evaluation reports and JDRP application are available upon request.

implementation requirements Obtaining Movement Activity Center Curriculum Card File; providing inservice staff development time for instructional workshop for classroom teachers and physical education staff; obtaining materials and equipment necessary for physical education activities. Beyond this point, only mutually agreeable aspects of adoption are involved, the extent of which must be determined by adopters.

financial requirements The start-up costs for an average-size elementary school (500-600 students) are approximately $2,120 if everything on the equipment list and material list is purchased. These costs include $1,090 for materials and $850 for equipment. Potential adopters should examine the materials and equipment lists very carefully, since many of the items may already be available in the schools.

services available An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. The H-5 staff can travel to interested districts to work on implementation with district staff members. The M-5 Project Demonstration/Training Site welcomes visitors by appointment to spend as much time as they want observing the program in action and discussing program activities with staff. Training is conducted at project or adopter site (costs to be arranged).

contact Carolyn M. Morphy, Director, McDowell County Schools; P.O. Box 130, Marion, NC 28752.
(704) 652-4535, ext. 8.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 78-172 Approved: 5/31/78

Compiled Summer 1980

PROJECT TALENTS UNLIMITED

descriptors Elementary Education, Talent Development

target audience Approved by JDRP for grades 1-6.

description *A structured attempt to apply a multiple-talent theory approach to the regular classroom situation.*

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in children of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in the academic areas. The program is a structured attempt to implement and evaluate at the elementary classroom level the multiple-talent theory as defined by Dr. Calvin Taylor and is based on sound educational and psychological research in learning. Replicable models for teacher training, student instruction, and evaluation have been developed. The program can operate within any organizational pattern.

The Talents Unlimited process model focuses on regular classroom instructional programs, not on gifted programs per se.

evidence of effectiveness Experimental groups outperformed control groups at the .001 level of significance on Talents Unlimited Criterion Reference Tests and Torrance Tests of Creative Thinking. Also evident were a trend of increased achievement performance and a major impact on positive self-concept as measured by pre- and posttesting with the Cooper-Smith Self-Esteem Test. Evaluation was conducted in 1974.

implementation requirements Adopting schools are given permission to replicate the three program models: teacher training, student instruction, and evaluation.

financial requirements Per-pupil start-up cost is approximately $5.98. Per-pupil maintenance cost is approximately $4.20.

services available An NDN-funded Developer/Demonstrator project. Awareness materials are available. Visitors are welcome by appointment. Training is conducted only at the project site. Project staff can attend out-of-state awareness conferences (costs to be negotiated).

contact Sara Waldrop; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36605. (205) 690-8860.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-82 Approved: 6/16/74

Compiled Summer 1980

APPENDIXES

JOINT DISSEMINATION REVIEW PANEL APPROVED PROJECTS WITH LIMITED AVAILABILITY

The projects listed below were approved by the Joint Dissemination Review Panel. They have performed exemplary work in improving educational opportunities, but their availability is now limited. They have either ceased operations at their original site or are able to handle requests for information only on an ad hoc basis.

I. Demonstration sites in operation; limited services may be available.

CRAM: Compensatory Reading and Mathematics Program
Winchester, Virginia
JDRP Approval: 5/23/79
JDRP Number: 79-16

Demonstration site may be visited; selected materials are available; contact:

Esther Morrison
Frederick County School Board Annex
3030 Valley Ave.
Winchester, VA 22601
(703) 667-8152

Home Start
Waterloo, Iowa
JDRP Approval: 1/21/75
JDRP Number: 75-9

Tolleson, Arizona demonstration site may be visited, but no outreach services are available; contact:

Virginia McNeal, Director of Migrant Programs
P.O. Box 278
Tolleson, AZ 85353
(602) 257-6151

project Idea (A Program for Hearing-Impaired Infants)
Campbell, California
JDRP Approval: 6/3/75
JDRP Number: 74-44

Demonstration site may be visited, but no outreach services are available; contact:

Marsha Haines
Coventry School
1125 W. Campbell Ave.
Campbell, CA 95008
(408) 379-2580

Right to Read: Wilson Junior High School
San Diego, California
JDRP Approval: 3/25/74
JDRP Number: 74-21

Valerie G. Musso, Program Coordinator
Woodrow Wilson Junior High
3838 Orange Ave.
San Diego, CA 92105
(714) 280-1661, ext. 22

project SMART (Success in Mathematics Through Aural Reading Techniques)
Daytona Beach, Florida
JDRP Approval: 12/6/74
JDRP Number: 74-90

Demonstration site may be visited, but no outreach services are available; contact:

Frank Sganga, Director
Project SMART
P.O. Box 1910
Daytona Beach, FL 32015
(904) 255-6475

II. Demonstration sites no longer in operation; selected materials are available.

Directory of Representative Work Education Programs, 1972-73
Washington, D.C.
JDRP Approval: 6/21/73
JDRP Number: 49

DHEW Publication OE-701701
Superintendent of Documents
Washington, D.C. 20402
$2.95

FAST: Functional Analysis Systems Training
Essexville, Michigan
JDRP Approval: 1/15/75
JDRP Number: 75-4

For FAST training booklets, contact:

Herb Escott
Essexville-Hampton Public Schools
303 Pine St.
Essexville, MI 48732
(517) 892-1527

For FAST Solution Oriented Seminar Kits, contact:

Sonja Tweedie
Region 6 Supplemental Center
Bay-Arenac Intermediate School District
4228 Two Mile Rd.
Bay City, MI 48705
(517) 686-4410

Flagstaff Remedial Reading Project (Title I)
Flagstaff, Arizona
JDRP Approval: 4/4-5/73
JDRP Number: 31

Lorraine Curry
Director of Elementary Curriculum
Flagstaff Public Schools
701 N. Kendrick
Flagstaff, AZ 86001
(602) 774-8781, ext. 75

Lincoln County Exemplary Project in Career Education
Hamlin, West Virginia
JDRP Approval: 12/13/73
JDRP Number: 73-2

For project-developed career units, grades K-10, contact:

Tom Miller, Program Director
Lincoln County Vocational-Technical Center
Box 437
Hamlin, WV 25523
(304) 824-5449

Model Learning Disabilities Systems (MLDS)
University Park, Pennsylvania
JDRP Approval: 3/23/77
JDRP Number: 77-110

Jack Ford
The NETWORK
290 South Main St.
Andover, MA 01810
(617) 470-1080

III. Demonstration sites no longer in operation; inquiries handled as time permits.

the Fail Save Continuum of Services for Learning Disabled Students
Albuquerque, New Mexico
JDRP Approval: 4/18/78
JDRP Number: 78-171

Daphne Rowden
Albuquerque Public Schools
North Area Office
120 Woodland N.W.
Albuquerque, NM 87107
(505) 345-8531

Florida Migratory Child Compensatory Program -- Language Arts Tutorial Program
Tallahassee, Florida
JDRP Approval: 4/9/73
JDRP Number: 21

Jack Waters
Migrant Education Program
Florida Department of Education
Knott Building
Tallahassee, FL 32304
(904) 488-5470

Math Laboratories for Disadvantaged Students
Honea Path, South Carolina
JDRP Approval: 7/13/76
JDRP Number: 76-88

David Johnson, Assistant Superintendent
Anderson County School District No. Two
P.O. Box R
Honea Path, SC 29654
(803) 369-7364

National Migrant Interstate Project
Little Rock, Arkansas
JDRP Approval: 4/9/73
JDRP Number: 24

Louie Counts, Supervisor Migrant Education
Department of Education
National Migrant Interstate Project
Arch Ford Education Building
Little Rock, AR 72201
(501) 271-1853

PAL: Pupils Advancing in Learning
Denver, Colorado
JDRP Approval: 4/4-5/73
JDRP Number: 33

Cathy Wilsey, Title I Consultant
Adams County School District #12
10290 N. Huron
Denver, CO 90221
(303) 451-8889

Reading Improvement Program -- Secondary Schools Reading Laboratory
Parkersburg, West Virginia
JDRP Approval: 7/1/76
JDRP Number: 76-84

Darel K. Custer, Director
Wood County Schools
1210 Thirteenth St.
Parkersburg, WV 26101
(304) 422-8411

IV. Demonstration sites no longer in operation; no inquiries can be handled.

Aprendemos En Dos Idiomas: Title VII Bilingual Program
Corpus Christi, Texas
JDRP Approval: 6/27/75
JDRP Number: 75-56

Contract Learning for Educable Mentally Retarded Students
Grand Rapids, Michigan
JDRP Approval: 1/21/75
JDRP Number: 75-11

(This program has been merged with other district programs.)

project Emerge: The Shop
Dayton, Ohio
JDRP Approval: 9/22/75
JDRP Number: 75-1

the First Calculating and Reading Quest
Oglala, South Dakota
JDRP Approval: 4/4-5/73
JDRP Number: 27

Hawaii English Program (HEP)
Honolulu, Hawaii
JDRP Approval: 4/29/74
JDRP Number: 74-28

HEP/Project ALOHA (Allowing Learners Optimum Human Attainment) A Mainland Demonstration of the Hawaii English Program
San Jose, California
JDRP Approval: 4/29/74
JDRP Number: 74-28

Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children
Fargo, North Dakota
JDRP Approval: 2/25/75
JDRP Number: 75-12

Project for the Severely Handicapped Child
Miami, Florida
JDRP Approval: 12/4/79
JDRP Number: 79-29

(This project has been adopted by the local school system, but no demonstration site is currently available.)

project READ
Pittsburgh, Pennsylvania
JDRP Approval: 4/29/74
JDRP Number 74-30

SDR: Systems Directed Reading
Richardson, Texas
JDRP Approval: 6/6/74
JDRP Number: 74-83

South Douglas County Early Childhood Education Project
Myrtle Creek, Oregon
JDRP Approval: 4/29/75
JDRP Number 74-113

project Success Environment: A Contingency Management Approach to Classroom Improvement
Atlanta, Georgia
JDRP Approval: 4/4-5/73
JDRP Number: 5

(Information and technical assistance will again be available when new training sites are operating.)

project Talent Development
Miami, Florida
JDRP Approval: 9/22/75
JDRP Number: 75-70

Topeka Outdoor-Environmental Education Project
Topeka, Kansas
JDRP Approval: 5/6/75
JDRP Number: 75-15

EXEMPLARY PROJECTS APPROVED SINCE FALL 1979 EDITION

These projects were approved by the Joint Dissemination Review Panel after the Fall 1979 edition of this catalog was compiled.

Career Education Resource Center Program (CERCP) 4-5

Career Planning Support System 4-8

project CLASS (Competency-based Live-Ability Skills) 1-4

a Comprehensive Program for Handicapped Preschool Children and Their Families in Rural and Non-Urban Areas 5-13

Experience-Based Career Education (EBCE) -- Fond du Lac, Wisconsin 4-13

Inservice Training in the Teaching Research Data Based Classroom for Severely Handicapped School-Age Children 8-7

Interactive Curricular Experience 10-9

Physical Efficiency and Corrective Physical Education (PECPE) 12-11

Prevention of Learning Disabilities: An Interdisciplinary Model 5-35

project PRIDE: Professional Reading Instruction with Desirable Effects 9-50

Primary Grades Health Curriculum Project (PGHCP) 12-13

the Process of Teaching Basic Reading Skills in Secondary Schools 8-12

Project for the Severely Handicapped Child 13-4

Psychomotor Learnings for Academic Yields (Project PLAY) 9-53

ESEA TITLE I EXEMPLARY PROJECTS

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Educational Programs That Work

Seventh Edition

The Department of Education is pleased to present the seventh edition of *Educational Programs That Work*—a catalog of exemplary projects. The products and processes described have been approved for dissemination and replication by a review panel of the Department of Education. Information on these exemplary projects is gathered here to enable those involved in public and private education to learn of programs with promise for their students and to use the services of the National Diffusion Network to establish these programs in their own setting.

All the programs were developed with public funds—most by local school districts, some by private organizations and postsecondary institutions. They are intended for many subject areas and ages, from birth through adult. They vary in philosophy, cost, and complexity, but each actually *works.*

For information about the services of the National Diffusion Network, contact the Division of Educational Replication, Department of Education, Room B-448, Trans Point Building, 400 Maryland Ave., SW, Washington, DC 20202; (202) 245-2257.